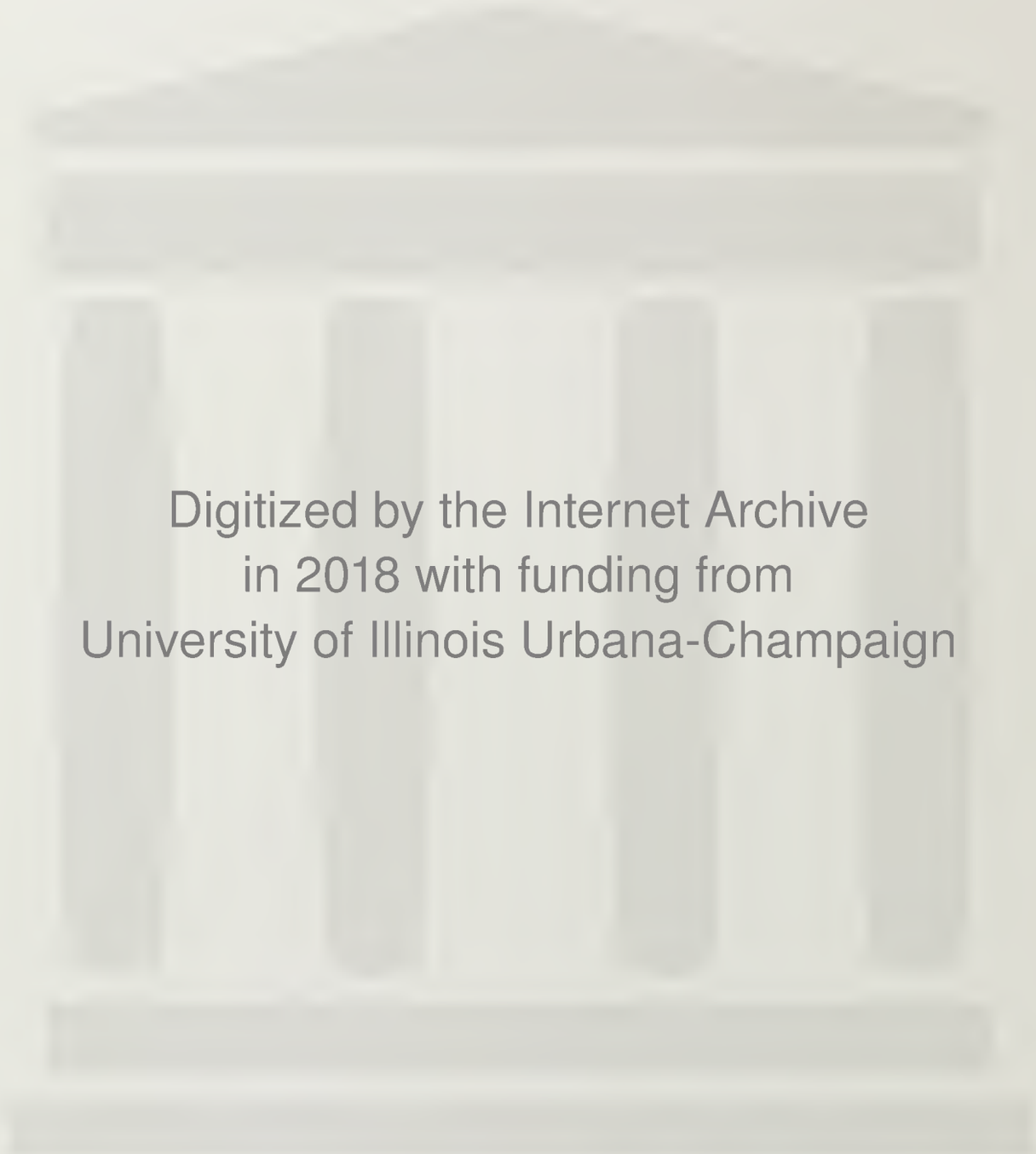
The Development of Strategies and Procedures for Assessing the Generalizable Skills of Students in Secondary Vocational Programs: Generalizable Communications Skills

FINAL PROJECT REPORT

Illinois State Board of Education

Adult Vocational and Technical Education



The Development of Strategies and Procedures for Assessing the Generalizable Skills of Students in Secondary Vocational Programs: Generalizable Communications Skills

James P. Greenan
Principal Investigator

Department of Vocational
and Technical Education
College of Education
University of Illinois
at Urbana-Champaign

**Illinois
State Board of
Education**

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Chairman

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State Superintendent
of Education

Department of
Adult, Vocational
and Technical
Education

Research and
Development Section

June, 1985

Acknowledgements

A special acknowledgement is extended to all the area vocational center directors, students, and teachers who participated in this project. The project's success depended greatly upon their cooperation, assistance, and support. Their response was enthusiastic and conscientious.

Drs. L. Allen Phelps and Hercules C. Kazanas, Co-Project Directors, Department of Vocational and Technical Education, University of Illinois; and Dr. Peter Seidman, Contract Administrator, Illinois State Board of Education, Department of Adult, Vocational, and Technical Education provided support and assistance throughout the study. Jo Ann Powell, research assistant, provided excellent assistance in developing the User Manual, and Patricia Marton provided excellent assistance in developing the resource directory. Their input and suggestions were appreciated.

Special attention is also extended to the project advisory committee members for their valuable suggestions and recommendations for the duration of the project. Each member was extremely helpful in the project phases that included reviewing materials, instruments, products, and reports. The project advisory committee included:

Dr. Alan L. Madsen
Dept. of Secondary and Continuing Education
College of Education
University of Illinois

Dr. Jerry L. Walker
Dept. of Secondary and Continuing Education
College of Education
University of Illinois

Dr. P. David Pearson
Center for the Study of Reading
College of Education
University of Illinois

Dr. Linda A. Meyer
Center for the Study of Reading
College of Education
University of Illinois

Dr. Larry Mikulecky
School of Education
Indiana University

Dr. Rosemary Kolde
Great Oaks J.V.S.D.
Cincinnati, OH

Dr. L. Jay Thornton
Dept. of Vocational-Technical Education
Rutgers University

Dr. Charlene N. Tibbetts
Curriculum Laboratory
University High School
Urbana, IL

Dr. James Dunn, Director
Institute for Occupational Education
College of Education
Cornell University

Dr. John C. Ory
Department of Educational Psychology
College of Education
University of Illinois

Dr. Frank C. Pratzner
The National Center for Research in Vocational Education
Ohio State University

Dr. Brandon B. Smith, Director
Minnesota Research and Development Center for Vocational Education
University of Minnesota

Kay Smoot, Resource Teacher
VOTEC
Danville, IL

Mr. William Rosser, Counselor
Decatur Area Vocational Center
Decatur, IL

Additional thanks and appreciation are due to Deidre M. Banks and Selena Douglass for typing, proofing, and/or other secretarial tasks related to the production of this and other products of the project. Their conscientiousness, patience, efficiency, and enthusiasm helped make this study successful.

Table of Contents

A. Department of Adult, Vocational, and Technical Education Funding Agreement Number: R31-35D-0222-470

B. Official Project Title: The Development of Strategies and Procedures for Assessing the Generalizable Skills of Students in Secondary Vocational Programs: Generalizable Communications Skills

C. Project Director: James P. Greenan, Associate Project Director and Principal Investigator
L. Allen Phelps, Co-Project Director
Hercules C. Kazanas, Co-Project Director

D. Funded Agency: Department of Vocational and Technical Education
Office of Career Development for Special Populations
College of Education
University of Illinois

E. Location of Funded Agency: Champaign, Illinois 61820

F. Time Period Covered: July 1, 1984 - June 30, 1985

G

Final Report Abstract Format

Official Project Title: The Development of Strategies and Procedures for Assessing the Generalizable Skills of Students in Secondary Vocational Programs: Generalizable Communications Skills

Department of Adult, Vocational and Technical Education Funding Agreement Number: R31-35D-0222-470

Project Director: James P. Greenan, Associate Project Director and Principal Investigator; L. Allen Phelps, Co-Project Director; Hercules C. Kazanas, Co-Project Director

Funded Agency: Department of Vocational and Technical Education, Office of Career Development for Special Populations, College of Education, University of Illinois

Location of Funded Agency: 345 Education Building, 1310 South Sixth Street Champaign, IL 61820

Time Period Covered: July 1, 1984 - June 30, 1985

Major Accomplishments of the Project:

1. Identified and selected the project advisory committee.
2. Identified and selected the population sample.
3. Coordinated the "Generalizable Skills" project activities with the "Change Skills" project activities.
4. Developed the set of Student Self-Ratings, Teacher Ratings, and Performance Generalizable Test Skills Assessment Instruments
5. Field tested the generalizable communications skills assessment instruments.
6. Determined the reliability and validity of the assessment instruments.
7. Developed strategies and procedures for using the generalizable skills assessment instruments.
8. Produced the Generalizable Communication Skills User Manual, Generalizable Communications Skills Resource Directory, and Final Report.

Potential Impact on Vocational Education:

This project provided teachers and other school personnel with a set of practical instruments for assessing students' generalizable communications skills in the secondary vocational programs in the State of Illinois. The instruments may be used for identifying the functional learning abilities and problems of students having difficulty in successfully completing their programs. Further, upon identifying students' communications skill levels, a basis may be provided on which to prescribe and deliver the instructional, remedial, and support services necessary for students to succeed in their chosen vocational programs. In addition, the concept of generalizalbe communications skills could then be applied to planning, assessment, curriculum, instruction, and evaluation in students' individual education programs. This project also contributed and impacted upon the program improvement programmatic emphasis concerning the "new basics" in vocational education.

Products Delivered: (Indicate titles, types, quantity, recipients and date of delivery)

1. Two (2) copies of Quarterly Progress Reports (October 1, 1984; January 1, 1985; and April 1, 1985).

2. Fifty (50) copies of the Generalizable Communications Skills User Manual delivered to DAVTE by June 30, 1985.

3. Fifty (50) copies of the Generalizable Communications Skills Resource Directory delivered to DAVTE by June 30, 1985.

4. Twenty (20) copies of the final report delivered to DAVTE by June 30, 1985.

H. Expenditure of Funds:

There were no discrepancies between the Illinois State Board of Education/Department of Adult, Vocational and Technical Education Funding Agreement amount and actual expenditures claimed.

I. Paid Participants in Activity:

Dr. James P. Greenan
Associate Project Director and Principal Investigator
Department of Vocational and Technical Education
Office of Career Development for Special Populations
University of Illinois

James P. Greenan is currently an assistant professor in the Department of Vocational and Technical Education at the University of Illinois. For the past six years he has been the Research and Development Coordinator of the Office of Career Development for Special Populations. During 1984-85 Dr. Greenan served as the associate project director and principal investigator of the 'Generalizable Skills' project. He was responsible for all planning, administrative, operational, and evaluation activities of the project. Dr. Greenan has extensive teaching, research, and service experiences at the local, state, regional, and federal levels. He has conducted several research studies, published numerous articles and reports, and given several presentations at professional conferences. His occupational work experiences, education and training, and research activities have focused on vocational/industrial education, career education, research, and special needs. Presently, Dr. Greenan is actively involved in several professional associations, such as the American Vocational Association and the Council for Exceptional Children. He is currently president of the Illinois Association of Vocational Education Special Needs Personnel.

Jo Ann Powell
Research Assistant
Department of Vocational and Technical Education
Office of Career Development for Special Populations
University of Illinois

Jo Powell was appointed 50% time in the 'Generalizable Skills' project from July 1, 1984 - January 20, 1985 and 67% time January 21 - June 30, 1985. Ms. Powell is a full-time doctoral student in the College of Education. Her responsibilities included assisting on several project activities, and specifically, assisting in planning, organizing, and producing the Generalizable Communications Skills Assessment User Manual.

Patricia Marton
Research Assistant
Department of Vocational and Technical Education
Office of Career Development for Special Populations
University of Illinois

Patricia Marton was appointed 25% time in the 'Generalizable Skills' project from January 21 - June 30, 1985. Ms. Marton is a full-time doctoral student in the College of Education. Her responsibilities included assisting on several project activities, and specifically, planning, organizing, and producing the Generalizable Communications Skills Resource Directory.

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1 Title of material Generalizable Communications Skills User Manual

2 Date material was completed June 30, 1985

3. Please check one. New material X Revised material ____ Field-tested material ____

4. Originating agency Department of Vocational & Technical Education, College of Education

Address University of Illinois, 1310 S. Sixth Street, Champaign,IL Zip Code 61820

5. Name(s) of developer(s) Dr. James P. Greenan

Address Same as above Zip Code Same

6 Developed pursuant to Contract Number R31-35D-0222-470

---

7. Subject Matter (Check only one according to Department of Education Code)

Code

____ 01 Agricultural Education
____ 03 Business and Office Education
____ 04 Distributive Education
____ 07 Health Occupations Education
____ 09 Home Economics Education
____ 10 Industrial Arts Education
____ 16 Technical Education
____ 17 Trade and Industrial Education
____ 22 Cooperative Education
____ Career Education
X Other (Specify) Comprehensive Voc Ed

---

8. Education Level

____ Pre-K Thru 6 ____ 7-8 X 9-10 X 11-12
____ Post-Secondary ____ Adult ____ Teacher (Pre-service)
____ Administrator (Pre-Service) ____ Other (Specify) ____

---

9 Intended for Use By:

X Student X Classroom Teacher X Local Administrator
____ Teacher Educator X Guidance Staff ____ State Personnel
____ Other (Specify) ____

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10. Student Type:

X Regular X Disadvantaged X Handicapped
X Limited-English Proficiency ____ Other (Specify) ____

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11. Medium and Format of Materials:

X HARDCOPY	___ VIDEOTAPE	___ FILM	___ MICROFICHE
No. of pages ____	____ Minutes	____ Minutes	___ B & W
X Paper bound	___ B & W	___ B & W	___ Color
___ Hard bound	___ Color	___ Color	
___ Loose-leaf	____ inches	____ mm	
Photos Yes ____	No X		
Diagrams Yes X	No ____		

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___ Color
___ Audio
___ Carousel provided
___ Other packaging used
(Specify) _____

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___ Color
___ Audio

___ Automatic synch
___ _____ Hz
___ Manual cue
___ Reel
___ Cassette
___ Cartridge

Specify
_____
_____
_____

12 Availability

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For sale @ $ _____ per copy
_____ Not available
___X___ Loan copy available

Contact Name James P. Greenan, OCDSP Phone (217 333-2325
Address Dept. of Voc & Tech Ed, College of Education
University of Illinois, 1310 S. Sixth St. Zip Code 61820
Champaign, IL

13 Copyright Restrictions

Contact Name (In the Public Domain Phone ( )
Address Zip Code

14 What level(s) of assistance is required to provide implementation of this outcome?

___X___ awareness ___X___ understanding
___X___ deciding ___X___ implementing

15 Are Consultive/Inservice (or staff development) available? Yes ___X___ No _____

Contact Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16 General Description (State the general objective and suggested method of use Summarize the content and tell how it is organized Write the description so that it can be used to promote the material Continue on back of this sheet or on another sheet, if necessary) (over)

17 Person Completing this Abstract Dr. James P. Greenan

Full Address Office of Career Development for Special Populations
Dept. of Vocational & Technical Education, College of Education
345 Education Building, University of Illinois
1310 S. Sixth Street
Champaign, IL

Zip 61820

16. General Description

This product will provide teachers and other school personnel with a set of practical instruments for assessing students' generalizable communications skills in the secondary vocational programs in the State of Illinois. The instruments may be used for identifying the functional learning abilities and problems of students having difficulty in successfully completing their programs. Further, upon identifying students' communications skills levels, a basis will be provided on which to prescribe and deliver the instructional, remedial, and support services necessary for students to succeed in their chosen vocational programs. In addition, the concept of generalizable communications skills could then be applied to planning, assessment, curriculum, instruction, and evaluation in students' individualized education programs.

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1 Title of material Generalizable Communications Skills Resource Directory

2 Date material was completed June 30, 1985

3. Please check one. New material X Revised material ____ Field-tested material ____

4. Originating agency Dept. of Vocational & Technical Education, College of Education

Address University of Illinois, 1310 S. Sixth St., Champaign, IL Zip Code 61820

5. Name(s) of developer(s) Dr. James P. Greenan

Address Same as above Zip Code Same

6. Developed pursuant to Contract Number R31-35D-0222-470

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9. Intended for Use By:

X Student X Classroom Teacher X Local Administrator
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____ Other (Specify) ____

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Diagrams: Yes X	No ____		

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___ Other packaging used
(Specify) _____

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___X___ awareness ___X___ understanding
___X___ deciding ___X___ implementing

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Contact Illinois State Board of Education
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17 Person Completing this Abstract Dr. James P. Greenan

Full Address Office of Career Development for Special Populations
Department of Vocational & Technical Education, College of Education
345 Education Building
University of Illinois
1310 S. Sixth Street
Champaign, IL
Zip 61820

16. General Description

This product will provide vocational teachers and other school personnel with a resource directory of materials useful in teaching communications skills in vocational programs. The directory provides information that includes: (a) titles, (b) authors, (c) source, (d) description, and (e) cost. The directory may be used in combination with the Generalizable Communications Skills User Manual. After assessing students' communications skills, teachers may use the directory to locate and select appropriate instructional materials to teach communications skills.

K. Conference/Workshop Summary(ies)

The provisions of this contract did not specifically call for the project to develop and conduct conferences or workshops. Listed below are the conferences, workshops, and meetings attended by the project staff members. While attending these conferences, the 'Generalizable Skills' project was discussed with other participants. The project abstract, general information, manuscripts, publications, and draft materials were exchanged. Staff attendance at these conferences provided excellent opportunities to obtain input, suggestions, and recommendations from researchers and practitioners regarding present and future project activities. Regular staff meetings and individual meetings with staff, project advisory committee members, ISBE personnel, and other resources have all been detailed in previous quarterly progress reports. The conferences, workshops, and meetings attended by the staff include:

May 17, 1984	Dr. Peter Seidman, Contract Administrator ISBE/DAVTE Springfield, Illinois
July 26, 1984	DAVTE Project Directors' Conference Sangamon State University Springfield, Illinois
July 1, 1984 - June 30, 1985	Met individually with project advisory committee members several times (and several project meetings throughout the year on- and off-campus)
August 6-9, 1984	IVA Conference Springfield, Illinois
August 7, 1984	ILAVESNP Annual Business Meeting, Springfield, Illinois
September 1, 1984	'Generalizable Skills' and 'Change Skills' project staff and DAVTE personnel meeting Springfield, Illinois
September 20, 1984	Region 5 Career Guidance Center Inservice Conference Springfield, Illinois

September 27-28, 1984	Meeting of the Big 10 University Consortium on the Career Development for Special Populations, University of Wisconsin Madison, Wisconsin.
November 6, 1984	PAC Meeting Champaign, Illinois
November 28-29, 1984	National Network Conference New Orleans, Louisiana
November 30 - December 4, 1984	American Vocational Association Conference New Orleans, Louisiana
January 29-30, 1985	NCRVE Advisory Committee meeting, Ohio State University Columbus, Ohio
February 1, 1985	'Generalizable Skills' and 'Change Skills' and DAVTE personnel meeting Springfield, Illinois
February 7-8, 1985	Educational Priorities Conference Chicago, Illinois
February 8, 1985	ILAVESNP mid-year board meeting Chicago, Illinois
February 21-22, 1985	Michigan Council of Vocational Administrators Conference Midland, Michigan
March 18, 1985	Kalamazoo Intermediate School District Conference Kalamazoo, Michigan
April 1, 1985	'Generalizable Skills' and 'Change Skills' and DAVTE personnel meeting Springfield, Illinois
April 15-16, 1985	National Network Conference Anaheim, California
April 15-18, 1985	Council for Exceptional Children Conference, CEC/DCD Executive Board meeting, CEC annual business meeting, CEC Research Committee meeting Anaheim, California
April 22-23, 1985	Secondary Programming for Handicapped Students Conference Honolulu, Hawaii

L. Resource Listing:

The resources obtained through this project have been added to the library of the Department of Vocational and Technical Education. Several of the resources (publications and instructional materials) were obtained at no cost. A special section of the library related to generalizable skills has been maintained as a result of this project. This section of the library is used by undergraduate and graduate students in the Department of Vocational and Technical Education, and by several faculty members from the Department and College of Education. The specific instructional materials used in the undergraduate programs are placed in a special section of the library.

M. Accomplishments, Including Significant Findings:

The major accomplishments of the project include the following:

1. Identified and selected the project advisory committee.
2. Identified and selected the population and sample.
3. Coordinated the 'Generalizable Skills' project activities with the 'Change Skills' project activities.
4. Developed the set of Student Self-Ratings, Teacher Ratings, and Performance Test Communications Skills assessment instruments.
5. Field tested the Generalizable Communications Skills assessment instruments.
6. Determined the reliability and validity of the assessment instruments.
7. Developed strategies and procedures for using the Generalizable Communications Skills assessment instruments.
8. Produced the Generalizable Communications Skills User Manual, Generalizable Communications Skills Resource Directory, and Final Report.

The staff has been invited to describe the project activities in several classes, professional conferences, and meetings. Technical assistance requests were received (and fulfilled) from local, state, and national levels

regarding research and practice in the area of generalizable skills. Descriptions of conference presentations, journal articles and research reports, and technical assistance/service activities have been included in each of the previous quarterly progress reports.

N. Major Activities and Events:

This section lists the major activities of the 'Generalizable Skills' project during 1984-85 that include:

Task 1: Identify and select the Project Advisory Committee

1.1.: Identify additional potential PAC members.

1.2.: Select and telephone call each prospective PAC member informing him/her of the project, activities, and requesting their participation.

1.3 Send a follow-up letter to each PAC member (see Appendix A) expressing appreciation for serving on the committee, a list of PAC member activities, and a project proposal.

Task 2: Identify and select the population and sample.

2.1. Select from the 32 secondary area vocational centers (AVC) a purposive (or representative) sample of 3 AVCs in the State of Illinois: (a) Danville VOTEC, (b) Decatur Area Vocational Center, (c) Sauk Area Career Center. The final selection was based on the number of students, number of teachers, and number and variety of programs.

2.2. Telephone call each prospective AVC director participant informing him of the project, activities, requesting his AVCs participation, and establishing tenative dates for field testing.

2.3. Send a follow-up letter (see Appendix B) to each AVC director expressing appreciation for his willingness to participate in the project, and providing a tentative schedule of activities.

2.4. Attend DAVTE Project Directors' Meeting.

2.5. Attend Illinois Vocational Association Conference.

2.6. Present at Region 5 Career Guidance Center Conference.

2.7. Attend and present at the Big Ten Research Consortium Meeting.

2.8. Conduct PAC meeting

2.9. Attend AVA and conduct several presentations.

2.10. Attend NCRVE Meeting

2.11. Mid-Year ILAVESNP board meeting

2.12. Priorities conference

2.13. MCVA meeting

2.14. Michigan meeting

2.15. Attend CEC and deliver several presentations.

2.16. Attend and present at Pacific Rim Conference.

Task 3: Coordinate "Generalizable Skills" project activities with "Change Skills" project staff activities

3.1. Attend first meeting with the "Change Skills" project staff and DAVTE personnel.

3.2. Write quarterly progress report #1.

3.3. Attend second meeting with the 'Change Skills' project staff and DAVTE personnel.

3.4. Write quarterly progress report #2.

3.5. Attend the third meeting with the 'Change Skills' project staff and DAVTE personnel.

3.6. Write quarterly progress report #3.

Task 4: Develop a set of student self-ratings, teacher ratings, and performance test assessment instruments designed to measure the generalizable communications skills of students in secondary vocational programs.

4.1. Identify and select the list of generalizable communications skills developed by Greenan (1983) as a basis for developing the assessment instruments (see Appendix C).

4.2. Conduct a review of literature regarding instrument design and theory of student self-ratings, teacher ratings, and performance tests in the area of communications. The review concerned existing theory on variables related specifically to the instrument development phase of the study.

4.3. Develop a draft set of student self-ratings, teacher ratings, and performance test communications skills assessment instruments.

4.4. Send the draft instruments to the PAC members for review and critique.

4.5. Revise the assessment instruments (2nd draft) according to the PAC members' comments, additions, and/or deletions in terms of content, meaning, clarity, and readability.

4.6. Send the revised instruments to the PAC members for review and critique.

4.7. Revise the assessment instruments (3rd draft) according to the PAC members' comments, additions, and/or deletions in terms of content, meaning, clarity, and readability.

4.75. Send the revised instruments to the PAC members for review and critique.

4.76. Revise the assessment instruments (4th draft) according to the PAC members' comments, additions, and/or deletions in terms of content, meaning, clarity, and readability.

4.8. Send the revised assessment instruments to the PAC members for review and critique, and pilot test the assessment instruments on a

random sample of students and teachers in selected secondary area vocational centers.

4.9. Produce the final versions of the Student Self-Ratings, Teacher Ratings, and Performance Test of generalizable communications skills (see Appendix D).

4.10. Print the appropriate number of assessment instruments.

Task 5: Field test the assessment instruments

5.1. Contact each participating AVC and confirm the field test schedules.

5.2. Make all necessary arrangements (e.g., travel, hotel).

5.3. Field test instruments in AVC #1.

5.4. Field test instruments in AVC #2.

5.5. Field test instruments in AVC #3.

5.6. Send a follow-up letter to each AVC expressing appreciation for participating in the field test (see Appendix E).

Task 6: Determine the reliability and utility validity of the communications skills assessment instruments

6.1. Develop and write SPSS computer programs (internal consistency, reliability, test-retest reliability, and correlations) for analyzing the data provided by the student self-ratings, teacher ratings, and performance test, according to the control variables (e.g., gender, type of vocational program, and level of aptitude), as identified in the literature and PAC review (see Appendix F).

6.2. Process instruments by entering and verifying data on tape.

6.3. Run computer programs and revise as necessary.

6.4. Compile all computer output on the assessment instruments (see Appendix G).

6.5. Analyze data and construct data tables (see Appendix H).

Task 7: Formulate strategies and procedures for using the generalizable communications skills assessment instruments.

7.1. Conduct a survey and follow-up (see Appendix I) to determine the AVCs present capabilities and procedures for identifying, assessing, and/or teaching communications skills.

7.2. Conduct a review of literature regarding strategies and procedures for identifying, assessing, and/or teaching communications skills.

7.3. Collect data through interviews and observations during the field testing to determine alternative procedures for identifying, assessing, and/or teaching communications skills.

7.4. Synthesize all data and information and develop strategies and procedures for identifying, assessing, and/or teaching communications skills.

Task 8: Produce the product and final report

8.1. Develop the draft product (Communications Skills User Manual) and final report.

8.2. Send the draft User Manual and final report to the PAC members and DAVTE personnel for their review and critique.

8.3. Produce and disseminate the User Manual and final report according to the PAC members' and DAVTE personnel comments, additions, and/or deletions.

O. Problems:

There were no major problems relative to the progress made on the 'Generalizable Skills' project this year.

P. Publicity:

The 'Generalizable Skills' project received direct publicity primarily through class presentations, presentations at professional conferences and meetings, publications, and technical assistance to LEAs, SEAs, and national level agencies and persons. Dr. Greenan's involvement in professional associations in leadership capacities has further publicized the project activities. His past and current publication record also reflects the present program of research in generalizable skills. In summary, Dr. Greenan's several instructional, research, and service activities have all contributed to receiving publicity for the generalizable skills project and its products.

Q. Resource Persons:

The principal resource persons for the 'Generalizable Skills' project were the Project Advisory Committee (PAC) members. The PAC members included:

Dr. Alan L. Madsen
Dept. of Secondary and Continuing Education
College of Education
University of Illinois

Dr. Jerry L. Walker
Dept. of Secondary and Continuing Education
College of Education
University of Illinois

Dr. P. David Pearson
Center for the Study of Reading
College of Education
University of Illinois

Dr. Linda A. Meyer
Center for the Study of Reading
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Dr. Larry Mikulecky
School of Education
Indiana University

Dr. Rosemary Kolde
Great Oaks J.V.S.D.
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Dr. L. Jay Thornton
Dept. of Vocational-Technical Education
Rutgers University

Dr. Charlene N. Tibbetts
Curriculum Laboratory
University High School
Urbana, IL

Dr. James Dunn, Director
Institute for Occupational Education
College of Education
Cornell University

Dr. John C. Ory
Department of Educational Psychology
College of Education
University of Illinois

Dr. Frank C. Pratzner
The National Center for Research in Vocational Education
Ohio State University

Dr. Brandon B. Smith, Director
Minnesota Research and Development Center for Vocational Education
University of Minnesota

Kay Smoot, Resource Teacher
VOTEC
Danville, IL

Mr. William Rosser, Counselor
Decatur Area Vocational Center
Decatur, IL

Several faculty, staff, and graduate students from various departments (e.g., Educational Psychology) and units (e.g., Office of Career Development for Special Populations) in the College of Education at the University of Illinois also provided helpful suggestions and recommendations regarding project activities. The area vocational center directors and several teachers and students also provided input especially in the review of procedures, instruments, materials, and products. Numerous teacher educators, researchers, state education agency personnel, and local education agency personnel from other states provided feedback and suggestions regarding project activities at professional conferences and meetings.

The contributions of these individuals varied according to their individual expertise and needs of specific project activities. For example, some persons provided suggestions and recommendations with respect to instrumentation and research design, while other persons reviewed and critiqued materials and products. The collective input from all individuals was extremely valuable to the success of the project.

R. Summations of Evaluation Data Collected:

The principal evaluation data collected through this project were formative evaluation data for each of the major tasks. Formative evaluation included: (a) immediate participant (i.e., area vocational center directors, consultants, teachers, and PAC members' evaluation and feedback), (b) PAC review, and (c) adherence to timelines. The results of these formative evaluations were communicated in the quarterly progress reports for each

task to DAVTE personnel and PAC members. Listed below are the results of the evaluation data collected:

Task 1: Based on the outline in the procedures section and input from project staff and DAVTE personnel, the project advisory committee will be identified and selected.

Task 2: Based on the outline in the procedures section and input from project staff, PAC members, and DAVTE personnel, the population and sample for the study will be identified and selected.

Task 3: The 'Generalizable Skills' project and the 'Change Skills' project activities will be considered coordinated based on the outcomes of the quarterly meetings.

Task 4: The student self-ratings, teacher ratings, and performance test of generalizable communications skills will be developed and considered adequate according to project staff fulfillment of sub-tasks, consultant review and input from the PAC members, AVC directors, teachers, students, and DAVTE personnel.

Task 5: The communications skills assessment instruments will be adequately field tested according to the outline provided in the procedures section and input from PAC members, AVC directors, teachers, students, and DAVTE personnel.

Task 6: Based on the procedural outline, review and critique by PAC members, DAVTE personnel, and consultants, the student self-ratings, teacher ratings, and performance test will be considered sufficient and adequate in terms of reliability and validity.

Task 7: Strategies and Procedures for using the generalizable communications skills assessment instruments will be formulated and considered adequate according to project staff adherence to the completion of sub-tasks and review and critique by the PAC members, DAVTE personnel, and school personnel.

Task 8: The PAC members, DAVTE personnel, consultants, and school personnel will review and critique the comprehensiveness and quality of the product (Communications Skills User Manual) and final report.

S. Statement of Impact:

The dissemination plan included the delivery of 50 copies of the Generalizable Communications Skills User Manual and Generalizable Communications Skills Resource Directory and 20 copies of the final report to the ISBE/DAVTE. In addition, copies of each report were sent to the PAC

members. The remaining copies will be disseminated upon individual requests while the supply lasts to at least the following target groups: LEA and SEA personnel, state and local advisory councils, teacher educators, researchers, and national research and development centers. The reports will also be submitted to the ERIC Clearinghouse.

The results and products of this project are expected to have short-range and long-range impact. However, the impact of the dissemination is difficult to determine presently because dissemination is just beginning to occur at the end of the project period. Dissemination impact will be more easily assessed after the project reports, products, and information have been widely circulated.

T. Conclusions and Recommendations:

The conclusions of this study are based on the data presented for each of the two objectives and include:

1. The Generalizable Communications Student Self-Ratings, Teacher Ratings, and Performance Test assessment instruments possess content and face validity relative to the communications skills required in vocational programs and occupations.
2. The assessment instruments are highly reliable in terms of internal consistency reliability and test-retest reliability for students in different vocational programs, and males and females.
3. The Student Self-Ratings and Teacher Ratings have low to moderate relationship or agreement with students' scores as measured by the performance test.
4. The items contained in the Performance Test assessment instrument are moderately easy or difficult and discriminate between students who are assessed.

5. The Generalizable Communications Skills Assessment User Manual and Resource Directory are considered to possess an adequate degree of reliability and validity and are potentially useful in secondary vocational programs.
6. The 'Generalizable Skills' project and 'Change Skills' project activities were coordinated as evidenced by quarterly meetings, joint conference/workshop presentations, and other activities.

Based on the research methods, findings, and conclusions of this study, several recommendations can be made for practice and future research. The recommendations include:

1. Future field testing of the Generalizable Communications Skills assessment instruments (Student Self-Ratings, Teacher Ratings, Performance Test) should include other populations at the secondary, post-secondary, and/or adult levels. The more general vocational programs including industrial arts, consumer homemaking, and general business could be investigated. The rationale, instruments, and procedures used in this study should be equally applicable to other populations/samples. Future studies should use populations where special populations (handicapped, disadvantaged, and limited-English proficient) as well as non-special populations are known to exist.
2. Students and school personnel including teachers, counselors, administrators, and paraprofessionals should begin to use the Generalizable Communications Skills Student Self-Ratings, Teacher Ratings, and Performance Test assessment instruments for assessment, planning, curriculum development, instructional methods and delivery, and evaluation.

3. School personnel need to begin teaching and/or coordinate their teaching of generalizable communications skills as they relate to individual vocational programs.
4. School personnel need to work more closely with "academic" teachers (e.g. English, reading), remedial teachers and support service providers, and special needs teachers to effectively provide the necessary instruction and related services to students known to lack generalizable communications skills.
5. Pertaining to generalizable communications skills, vocational educators need to evaluate their instructional/support service delivery systems regarding the services provided, persons involved in delivering services, when services are provided, how services are provided, where services are provided, and the procedures used to evaluate the adequacy, quality, and effect of services provided to students.
6. Program evaluations need to formulate and convey the necessary instructional procedures personnel will use to increase students' generalizable communications skills.

U. Staff Development:

The staff development activities for the project staff consisted primarily of participation in several professional conferences, workshops, and meetings. These are listed in the "Conference/Workshop Summary(ies)" section. Interaction with the Project Advisory Committee members and other resource persons provided additional staff development.

V. Other Activities:

Several additional activities were undertaken by the project staff beyond those described in the proposal. For example, the staff delivered several presentations at national, state, regional, and local conferences.

The presentations are listed in the "Conference/Workshop Summary(ies)" section. The Generalizable Communications Skills Resource Directory is an additional product produced by the staff. Various dissemination and technical assistance activities were also carried out by the project staff.

W. Materials Developed:

The following major materials and products were developed by the 'Generalizable Skills' project staff during 1984-85:

1. Quarterly Progress Reports (October 1, 1984; January 1, 1985; April 1, 1985).
2. Generalizable Communications Skills User Manual, June, 1985.
3. Generalizable Communications Skills Resource Directory, June, 1985.

Appendices

Appendix A

Project Advisory Committee Letter

University of Illinois at Urbana-Champaign

College of Education
DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

345 Education Building
1310 S Sixth Street
Champaign, IL 61820
(217) 333 0807

July 6, 1984

Dr. L. Jay Thornton
Dept. of Vocational-Technical Education
Rutgers University
New Brunswick, NJ 08903

Dear Dr. Thornton:

I would like to thank you for your willingness to serve on the advisory committee for the project entitled: "The Development of Strategies and Procedures for Assessing the Generalizable Skills of Students in Secondary Vocational Programs: Generalizable Communications Skills." The project is being funded by the Illinois State Board of Education/Department of Adult, Vocational, and Technical Education. Your interest, expertise and involvement will provide an invaluable contribution to the project.

The major focus of the project advisory committee (PAC) activities will be to provide input and feedback on concepts generated, instruments produced, data analysis, products developed, and other activities for the duration of the project. In addition, if possible, the entire PAC will meet at least once during the next twelve months.

Enclosed you will find a copy of the project proposal and abstract for your review. The proposal contains all phases of project operation. In particular, you will want to focus on the objectives, procedures, and evaluation sections since they specify the major project activities. Upon reading the procedures section you will have an idea of the scope of activities involving the PAC during the project.

Again, I would like to thank you for your participation on the PAC and look forward to working with you. If you have any questions, don't hesitate to contact me.

Sincerely,

Jim Greenan

James P. Greenan

JPG:dja:2/0
Enclosure: Project proposal and abstract

Appendix B

Area Vocational Center Director Follow-up Letter

University of Illinois
at Urbana-Champaign

Office of Career Development
for Special Populations

345 Education Building
1310 South Sixth Street
Champaign
Illinois 61820

College of Education

(217) 333-2325

July 9, 1984

Mr. T. James Oettel
Decatur Area Vocational Center
300 E. Eldorado Street
Decatur, IL 62523

Dear Mr. Oettel:

I enjoyed talking with you on the telephone today, and thank you for the information you provided to me regarding your AVC's types of programs, numbers of teachers, and projected student enrollments for the 1984-85 school year. The information will be helpful in planning future project activities for the Illinois State Board of Education/Department of Adult, Vocational, and Technical Education (DAVTE) funded project entitled, "The Development of Strategies and procedures for Assessing the Generalizable Skills of Students in Secondary Vocational Programs: Generalizable Communications Skills." Previously, communications skills were identified which are basic to, necessary for success in, and transferable within and among secondary vocational programs. The expectation of the project is that practical instruments and procedures will be developed that are capable of assessing students' communications skills, and suggesting areas in which students need instruction and/or support services.

The "Generalizable Skills" project staff and DAVTE personnel wish to thank you for your AVC's interest and willingness to participate in the project. As I discussed during our conversation, the project staff would like to include several of your teachers and students in the field testing of a set of instruments and procedures designed to measure the generalizable communications skills of students in secondary vocational programs. I anticipate the field testing will occur over 1-2 days during this Fall or early Winter. Your leadership and your teachers' and students' participation will greatly help us in the task of developing and validating the instruments and procedures intended to eventually assist students to succeed in their vocational programs.

I will contact you in the next several weeks to discuss specific scheduling, plans, and activities regarding the field testing. Thank you in advance for your cooperation and assistance, and I look forward to working with you. If you have any questions, please don't hesitate to contact me.

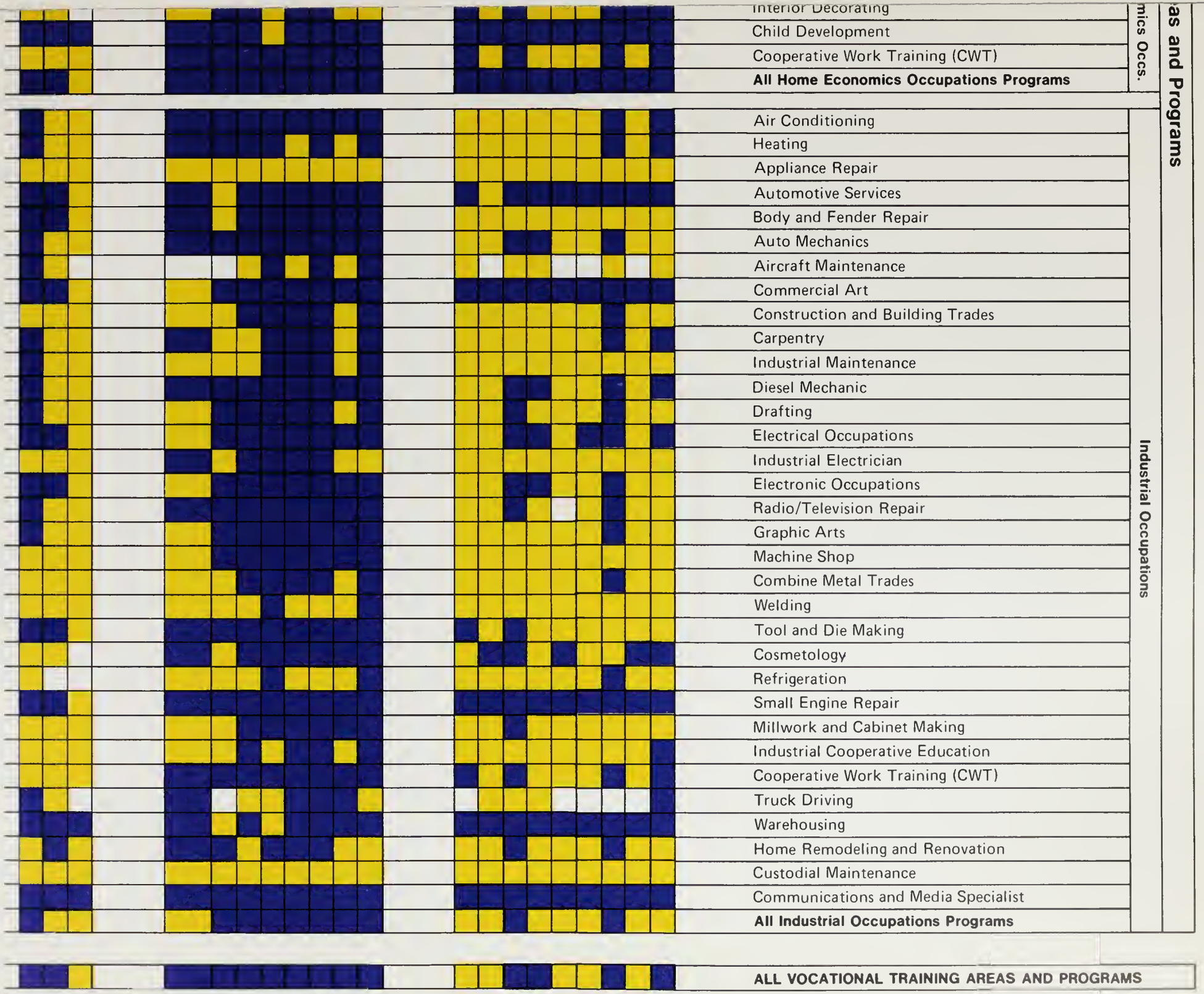
Sincerely,

James P. Greenan
Principal Investigator

JPG:ab

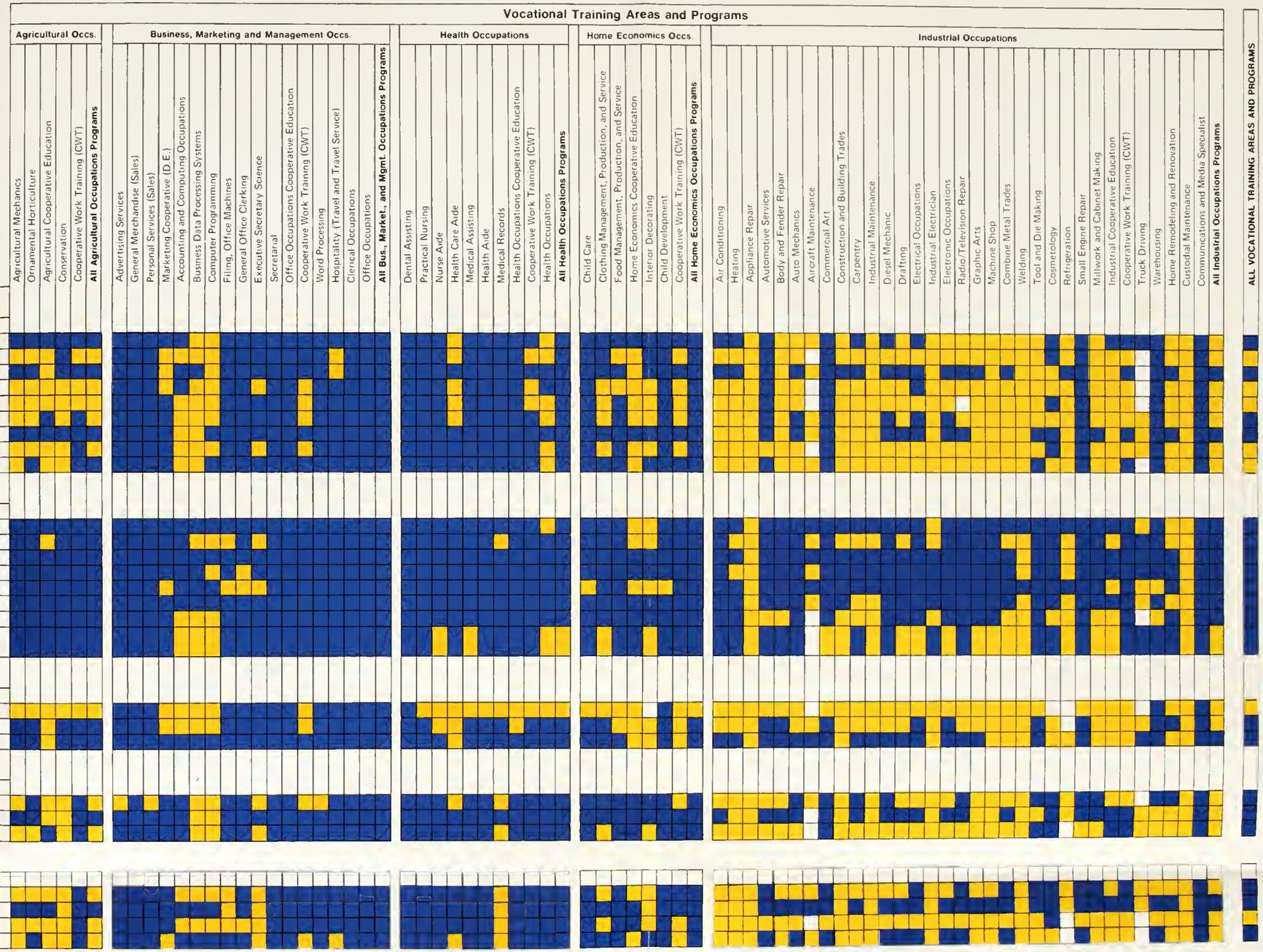
Appendix C

Generalizable Communications Skills


Interior Decorating
Child Development
Cooperative Work Training (CWT)
All Home Economics Occupations Programs
Air Conditioning
Heating
Appliance Repair
Automotive Services
Body and Fender Repair
Auto Mechanics
Aircraft Maintenance
Commercial Art
Construction and Building Trades
Carpentry
Industrial Maintenance
Diesel Mechanic
Drafting
Electrical Occupations
Industrial Electrician
Electronic Occupations
Radio/Television Repair
Graphic Arts
Machine Shop
Combine Metal Trades
Welding
Tool and Die Making
Cosmetology
Refrigeration
Small Engine Repair
Millwork and Cabinet Making
Industrial Cooperative Education
Cooperative Work Training (CWT)
Truck Driving
Warehousing
Home Remodeling and Renovation
Custodial Maintenance
Communications and Media Specialist
All Industrial Occupations Programs
ALL VOCATIONAL TRAINING AREAS AND PROGRAMS
mics Occs.
Industrial Occupations
as and Programs

KEY

- High Generalizability ($\bar{x}$ = 5.01 - 7.00)
- Medium Generalizability ($\bar{x}$ = 3.00 - 5.00)
- Low Generalizability ($\bar{x}$ = 1.00 - 2.99)



Communications Skills

Words and Meanings

1. Use plural words appropriately in writing and speaking
2. Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking
3. Use appropriate abbreviations of words in writing and speaking
4. Use words appropriately which mean the same as other words but are spelled differently
5. Use words correctly which sound the same as other words but that have different meanings and spellings
6. Use words appropriately which are opposite of one another
7. Use appropriate word choices in writing and speaking
8. Add appropriate beginnings and endings to words to change their meaning
9. Punctuate one's own correspondence, directives, or reports

Reading

10. Read, understand, and find information or gather data from books, manuals, directories, or other documents
11. Restate or paraphrase a reading passage to confirm one's own understanding of what was read
12. Read and understand forms
13. Read and understand short notes, memos, and letters
14. Read and understand graphs, charts, and tables to obtain factual information
15. Understand the meanings of words in sentences
16. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words
17. Use the telephone and look up names, telephone numbers, and other information in a telephone directory to make local and long distance calls

Writing

18. Review and edit other's correspondence, directives, or reports
19. Compose logical and understandable written correspondence, directives, memos, short notes, or reports
20. Write logical and understandable statements, phrases, or sentences to accurately fill out forms

Speaking

21. Speak fluently with individuals or groups
22. Pronounce words correctly
23. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

Listening

24. Restate or paraphrase a conversation to confirm one's own understanding of what was said
25. Ask appropriate questions to clarify another's written or oral communications
26. Attend to nonverbal cues such as eye contact, posture, and gestures for meanings in other's conversations
27. Take accurate notes which summarize the material presented from spoken conversations

Appendix D

Student Self-Ratings, Teacher Ratings, and Performance Test

OFFICE USE ONLY

Instrument No.: _____

GENERALIZABLE VOCATIONAL COMMUNICATIONS SKILLS ASSESSMENT

Student Self-Ratings

Directions: In the spaces provided, write your name, check (✓) your gender, write your teacher's name, check (✓) your area vocational center, and check (✓) your vocational training program.

Student Name: _____ 1-3

Student Gender: _____ Female . . . . 1 _____ Male 2 4

Teacher Name: _____ 5-6

Area Vocational Center:

____Danville VOTEC 1

____Decatur Area Vocational Center 2

____Sauk Area Career Center 3 7

Turn Page

Vocational Program Area/Training Program:

Agricultural Occupations	1
____Horticulture	01
____Agricultural Mechanics	02
Business, Marketing, and Management Occupations	2
____Secretarial	01
____Business Data Processing Systems	02
____Computer Programming	03
Health Occupations	3
____Nurse Aide	01
____Practical Nursing	02
____Health Occupations Cooperative Education	03
Home Economics Occupations	4
____Food Management, Production, and Service	01
____Child Care	02
____Child Development	03
Industrial Occupations	5
____Auto Mechanics	01
____Welding	02
____Cosmetology	03
____Carpentry	04

Turn Page

Directions: Indicate, by circling the number, how well you believe you can do <u>each</u> of the following communications skills.

EXAMPLE:

Communications Skill	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
Read and understand forms	1	2	(3)	4

Communications Skills	Degree of Skill				
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well	
WORDS AND MEANINGS					
1. Use plural words appropriately in writing and speaking (e.g., hammers; duties; data)	1	2	3	4	11
2. Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking (e.g., cannot-can't; does not-doesn't)	1	2	3	4	12
3. Use appropriate abbreviations of words in writing and speaking (e.g., square feet - sq. ft.; equipment - equip.)	1	2	3	4	13
4. Use words appropriately which mean the same as other words but are spelled differently (e.g., big-large; tall-high)	1	2	3	4	14
5. Use words correctly which sound the same as other words but that have different meanings and spellings (e.g., coarse - course; stationary - stationery)	1	2	3	4	15

Turn Page

Communications Skills	Degree of Skill				
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well	
6. Use words appropriately which are opposites of one another (e.g., assemble - disassemble; up - down)	1	2	3	4	16
7. Use appropriate word choices in writing and speaking	1	2	3	4	17
8. Add appropriate beginnings and endings to words to change their meaning (e.g., organize - reorganize; work - workable)	1	2	3	4	18
9. Punctuate one's own correspondence, directives, or reports	1	2	3	4	19
READING					
10. Read, understand, and find information or gather data from books, manuals, directories, or other documents	1	2	3	4	20
11. Restate or paraphrase a reading passage to confirm one's own understanding of what was read	1	2	3	4	21
12. Read and understand forms	1	2	3	4	22
13. Read and understand short notes, memos, and letters	1	2	3	4	23
14. Read and understand graphs, charts, and tables to obtain factual information	1	2	3	4	24
15. Understand the meanings of words in sentences	1	2	3	4	25
16. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words	1	2	3	4	26

Turn Page

Communications Skills	Degree of Skill				
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well	
17. Use the telephone and look up names, telephone numbers, and other information in a telephone directory to make local and long distance calls	1	2	3	4	27
WRITING					
18. Review and edit other's correspondence, directives, or reports	1	2	3	4	28
19. Compose logical and understandable written correspondence, directives, memos, short notes, or reports	1	2	3	4	29
20. Write logical and understandable statements, phrases, or sentences to accurately fill out forms	1	2	3	4	30
SPEAKING					
21. Speak fluently with individuals or groups	1	2	3	4	31
22. Pronounce words correctly	1	2	3	4	32
23. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures	1	2	3	4	33
LISTENING					
24. Restate or paraphrase a conversation to confirm one's own understanding of what was said	1	2	3	4	34
25. Ask appropriate questions to clarify another's written or oral communications	1	2	3	4	35

Turn Page

Communications Skills	Degree of Skill				
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well	
26. Attend to nonverbal cues such as eye contact, posture, and gestures for meanings in other's conversations	1	2	3	4	36
27. Take accurate notes which summarize the material presented from spoken conversations	1	2	3	4	37

STOP, YOU ARE FINISHED

OFFICE USE ONLY

Instrument No.: _____

GENERALIZABLE VOCATIONAL COMMUNICATIONS SKILLS ASSESSMENT

Teacher Ratings

Directions: In the spaces provided, write the name of the student whom you are rating, check (√) the student's gender, write your name, check (√) your area vocational center, and check (√) the vocational training program in which you teach.

1-3

Student Name: _____

4

Student Gender: _____ Female . . . . 1 _____ Male 2

5-6

Teacher Name: _____

Area Vocational Center:

7

___Danville VOTEC 1

___Decatur Area Vocational Center 2

___Sauk Area Career Center 3

Turn Page

Vocational Program Area/Training Program:

Agricultural Occupations	1	
____Horticulture	01	
____Agricultural Mechanics	02	
Business, Marketing, and Management Occupations	2	
____Secretarial	01	
____Business Data Processing Systems	02	
____Computer Programming	03	
Health Occupations	3	
____Nurse Aide	01	
____Practical Nursing	02	8-10
____Health Occupations Cooperative Education	03	
Home Economics Occupations	4	
____Food Management, Production, and Service	01	
____Child Care	02	
____Child Development	03	
Industrial Occupations	5	
____Auto Mechanics	01	
____Welding	02	
____Cosmetology	03	
____Carpentry	04	

Turn Page

Directions: Indicate, by circling the number, how well you believe the student named on the cover sheet can do <u>each</u> of the following communications skills.

EXAMPLE:

Communications Skill	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
Read and understand forms	1	(2)	3	4

Communications Skills	Degree of Skill				
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well	
WORDS AND MEANINGS					
1. Use plural words appropriately in writing and speaking (e.g., hammers; duties; data)	1	2	3	4	11
2. Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking (e.g., cannot-can't; does not-doesn't)	1	2	3	4	12
3. Use appropriate abbreviations of words in writing and speaking (e.g., square feet - sq. ft.; equipment - equip.)	1	2	3	4	13
4. Use words appropriately which mean the same as other words but are spelled differently (e.g., big-large; tall-high)	1	2	3	4	14
5. Use words correctly which sound the same as other words but that have different meanings and spellings (e.g., coarse - course; stationary - stationery)	1	2	3	4	15

Turn Page

Communications Skills	Degree of Skill				
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well	
6. Use words appropriately which are opposites of one another (e.g., assemble - disassemble; up - down)	1	2	3	4	16
7. Use appropriate word choices in writing and speaking	1	2	3	4	17
8. Add appropriate beginnings and endings to words to change their meaning (e.g., organize - reorganize; work - workable)	1	2	3	4	18
9. Punctuate one's own correspondence, directives, or reports	1	2	3	4	19
READING					
10. Read, understand, and find information or gather data from books, manuals, directories, or other documents	1	2	3	4	20
11. Restate or paraphrase a reading passage to confirm one's own understanding of what was read	1	2	3	4	21
12. Read and understand forms	1	2	3	4	22
13. Read and understand short notes, memos, and letters	1	2	3	4	23
14. Read and understand graphs, charts, and tables to obtain factual information	1	2	3	4	24
15. Understand the meanings of words in sentences	1	2	3	4	25
16. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words	1	2	3	4	26

Turn Page

Communications Skills	Degree of Skill				
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well	
17. Use the telephone and look up names, telephone numbers, and other information in a telephone directory to make local and long distance calls	1	2	3	4	27
WRITING					
18. Review and edit other's correspondence, directives, or reports	1	2	3	4	28
19. Compose logical and understandable written correspondence, directives, memos, short notes, or reports	1	2	3	4	29
20. Write logical and understandable statements, phrases, or sentences to accurately fill out forms	1	2	3	4	30
SPEAKING					
21. Speak fluently with individuals or groups	1	2	3	4	31
22. Pronounce words correctly	1	2	3	4	32
23. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures	1	2	3	4	33
LISTENING					
24. Restate or paraphrase a conversation to confirm one's own understanding of what was said	1	2	3	4	34
25. Ask appropriate questions to clarify another's written or oral communications	1	2	3	4	35

Turn Page

Communications Skills	Degree of Skill				
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well	
26. Attend to nonverbal cues such as eye contact, posture, and gestures for meanings in other's conversations	1	2	3	4	36
27. Take accurate notes which summarize the material presented from spoken conversations	1	2	3	4	37

STOP, YOU ARE FINISHED

OFFICE USE ONLY

Instrument No.: _____

GENERALIZABLE VOCATIONAL COMMUNICATIONS SKILLS ASSESSMENT

Performance Test

Directions: In the spaces provided, write your name, check (✓) your gender, write your teacher's name, check (✓) your area vocational center, and check (✓) your vocational training program.

Student Name: _____ 1-3

Student Gender: ____ Female . . . . 1 ____ Male 2 4

Teacher Name: _____ 5-6

Area Vocational Center:

____ Danville VOTEC 1

____ Decatur Area Vocational Center 2 7

____ Sauk Area Career Center 3

Turn Page

Vocational Program Area/Training Program

Agricultural Occupations	1
_____Horticulture	01
_____Agricultural Mechanics	02
Business, Marketing, and Management Occupations	2
_____Secretarial	01
_____Business Data Processing Systems	02
_____Computer Programming	03
Health Occupations	3
_____Nurse Aide	01
_____Practical Nursing	02
_____Health Occupations Cooperative Education	03
Home Economics Occupations	4
_____Food Management, Production, and Service	01
_____Child Care	02
_____Child Development	03
Industrial Occupations	5
_____Auto Mechanics	01
_____Welding	02
_____Cosmetology	03
_____Carpentry	04

Turn Page

Directions

Read the directions for each skill assessment carefully and then complete each item. You may go ahead to the next page when you are finished. Do not do the colored pages until the test administrator tells you to do them. Please print or write your answers legibly. Thank you.

Turn Page

WORDS AND MEANINGS

1. DIRECTIONS: Make a plural of the word at the left of each sentence. Write the plural in the blank.

EXAMPLE: cook There were three cooks in the restaurant.

---

tooth	1.	The dental assistant aided the dentist in taking out all the patient's wisdom _____.	11
half	2.	The child care worker divided the group into two _____ before beginning the game.	12
box	3.	The _____ were filled with plastic containers and then loaded onto the truck.	13
salary	4.	The bookkeeper wrote checks to cover the _____ of the workers.	14
woman	5.	More and more _____ are becoming carpenters and mechanics.	15
business	6.	Advertising agencies help all kinds of _____ promote their products.	16
cashier	7.	The _____ were trained to use the new check-out system.	17
machine	8.	Bank tellers should have experience with various business _____.	18
sheep	9.	The _____ were herded into the barn for shearing.	19
child	10.	The daycare center had a playground for the _____.	20

Turn Page

2. DIRECTIONS: Make contractions of the words at the left. Write the contraction in the blank.

EXAMPLE: They will They'll clean the building while the custodian is on vacation.

---

do not	1.	We _____ sand against the grain when refinishing wood surfaces.	21
will not	2.	These trees _____ live long in this temperature.	22
does not	3.	The starter _____ work in this car.	23
Let us	4.	_____ examine the order for the three wheelchairs.	24
have not	5.	I _____ talked with the co-op service about the pesticides yet.	25
Who is	6.	_____ going to be the business manager for the shop?	26
I am	7.	It is true that _____ more interested in health care than sales.	27
are not	8.	The computer programmers _____ familiar with that software.	28
was not	9.	The gas tank _____ near the welding station.	29
it is	10.	The counselor said that _____ time to decide what kind of work you would like to do.	30

Turn Page

3. DIRECTIONS: Find the correct abbreviation of the underlined word in each sentence. Write the number of the correct answer on the line.

EXAMPLE: 2 The secretary could type 65 words per minute.
(1) mt. (2) min. (3) M. (4) me.

_____ 1. The stock clerk noticed that each box contained ten dozen eggs. 31
(1) dzn. (2) doz. (3) dz. (4) d.

_____ 2. The Original Apple Pie Company was begun in the kitchen of a grandmother from Virginia. 32
(1) Co. (2) Comp. (3) Cp. (4) Com.

_____ 3. The chef added a pound of butter to this cake. 33
(1) d. (2) pd. (3) pnd. (4) lb.

_____ 4. The item was catalogued as Number 65-073. 34
(1) Nu. (2) Nbr. (3) Nr. (4) No.

_____ 5. A properly tuned engine will get more miles per gallon. 35
(1) mi. per gal. (2) mi. gal. (3) m.p.g. (4) MG

_____ 6. Measure that board out to $6\frac{1}{2}$ feet. 36
(1) F. (2) fe. (3) f. (4) ft.

_____ 7. There is a job opening for a secretary at the office on Main Street. 37
(1) St. (2) Str. (3) Sr. (4) S.

_____ 8. To apply for the job, send your resume to Mister Jones. 38
(1) Ms. (2) Mr. (3) Mi. (4) M.

_____ 9. Doctor Brown thanked her assistant for doing the job well. 39
(1) Doc. (2) Dct. (3) Dt. (4) Dr.

_____ 10. If you type 55 words per minute, you could type 3,300 words per hour! 40
(1) h. (2) H. (3) ho. (4) hr.

Turn Page

4. DIRECTIONS: Find the word that means the same as the underlined word in each sentence. Write the number of the correct answer in the blank at the left of each sentence.

EXAMPLE: 2 Hospital workers are trained to work with people who are ill.
(1) healthy (2) sick (3) distressed (4) anxious

_____ 1. The carpenter made sure that the outside deck of the apartment was safe. 41
(1) installed (2) useful (3) locked (4) secure

_____ 2. The technicians will examine the x-ray after it is developed. 42
(1) change (2) complete (3) inspect (4) return

_____ 3. The waitress added up the bill to see if it was right. 43
(1) enough (2)correct (3) charged (4) wrong

_____ 4. The sander is a helpful tool for refinishing furniture. 44
(1) simple (2) useful (3) proper (4) important

_____ 5. The welder began to repair the cracked metal. 45
(1) started (2) wanted (3) waited (4) completed

_____ 6. The tailor changed the length of the skirt. 46
(1) measured (2) altered (3) planned (4) shifted

_____ 7. The class put in a new watering system for the greenhouse. 47
(1) installed (2) established (3) invested (4) used

_____ 8. The architect's plan of the office building was accepted by the committee. 48
(1) shape (2) picture (3) design (4) strategy

_____ 9. The items to be enclosed with the letter were stapled together. 49
(1) checked (2) fastened (3) inserted (4) packed

_____ 10. They reviewed the computer program for errors. 50
(1) measured (2) researched (3) checked (4) questioned

Turn Page

5. DIRECTIONS: Some words sound the same but mean different things. Find the word with the correct meaning and spelling for each sentence. Write the number of the correct answer in the blank.

EXAMPLE: What type of wood was used to make this __2__?
(1) bored
(2) board

---

1. The produce clerk was busy setting out vegetables for the store's big produce _____. 51
(1) sale
(2) sail

2. The sandpaper was too _____ to use on the soft wood. 52
(1) coarse
(2) course

3. The _____ graders came out to level the area where the new highway will be built. 53
(1) road
(2) rode

4. The builder examined the _____ where the new building would be constructed. 54
(1) sight
(2) site

5. At the packing plant, _____ is packaged and distributed to grocery chains. 55
(1) meat
(2) meet

6. The wood is not good for cabinet-making because it contains a _____. 56
(1) not
(2) knot

7. A _____ muscle can be strengthened through exercise. 57
(1) weak
(2) week

8. Farmers _____ much of their seed and fertilizers from co-ops. 58
(1) by
(2) buy

9. Push the button on the _____ to make the machine run. 59
(1) write
(2) right

10. The accountant paid the bills which were _____. 60
(1) due
(2) do

Turn Page

6. DIRECTIONS: Fill in the blank by writing the number of the word that means the opposite of the underlined word in each sentence.

EXAMPLE: The building was designed so that each floor had several entrances and ___1___.
(1) exits (2) doors (3) openings (4) passages

---

1. When the engine is running too slow, turn the idle screw to make it run _____. 61
(1) fast (2) slower (3) right (4) more

2. Use polishing compound with a buffing wheel to make rough metal more _____. 62
(1) shiney (2) light (3) pretty (4) smooth

3. The power switch was up, so the student pushed it _____ to shut off the power. 63
(1) down (2) off (3) over (4) hard

4. After you have filled all the orders for merchandise from the "in" box, put them in the "_____" box for shipping. 64
(1) other (2) mail (3) over (4) hard

5. To get the sum of the bill, you don't subtract the numbers; you _____ them. 65
(1) multiply (2) add (3) divide (4) times

6. If the tank is empty, put in gasoline until it is _____. 66
(1) full (2) not (3) heavy (4) up

7. Wool is used to make heavy fabrics and cotton is used to make _____ fabrics. 67
(1) colored (2) light (3) other (4) bright

8. A measuring cup with a spout is for measuring wet ingredients, not _____ ones. 68
(1) light (2) smooth (3) dry (4) soft

9. When you raise a wall section, it is easier to push than to _____. 69
(1) pull (2) strain (3) lift (4) tug

10. A cashier must never over-charge or _____-charge a customer! 70
(1) re (2) under (3) not (4) unfairly

Turn Page

7. DIRECTIONS: Quickly read through this passage to get an idea of the context. Then go back and fill in each blank with the number of the word that best fits.

What's In Your Future

"What will you be when you grow up?" Parents, friends, and teachers have probably been asking you that since you were old enough to talk. If you are like most people, your answer changed from year to year. One year, you might say a farmer. The next year, you are sure you want to be a rock star.

Some of your _____ have already decided what they want to be. 71
(1) friends
(2) neighbors
(3) teachers
(4) relatives

Seeing them so _____ may make you worry about your own uncer- 72
(1) wishful
(2) certain
(3) doubtful
(4) excited

tainty. But don't worry. You do not have to _____ out your entire 73
(1) plan
(2) look
(3) decide
(4) see

future now. However, it is a _____ idea to think about the things 74
(1) serious
(2) silly
(3) good
(4) bad

you like to do in terms of what jobs exist. Obviously, a job that involves 75

_____ special interests will be the one that makes you the happiest.
(1) his
(2) someone's
(3) your
(4) my

Ask yourself, "Do I _____ working with people, ideas, or things?" 76
(1) enjoy
(2) know
(3) hate
(4) think

Keep _____ questioning and exploring. It is not necessary to come 77
(1) him
(2) on
(3) from
(4) them

78/bk
79-80/01
1-10/dup

Turn Page

_____ with answers. The idea is to _____ about yourself. 11,12

(1) to
(2) up
(3) around
(4) on

(1) review
(2) forget
(3) learn
(4) see

It would be as much a mistake to _____ now what you want to be and 13

(1) forget
(2) study
(3) decide
(4) investigate

close your mind to other ideas as it would be not to think about the future at all.

Turn Page

8. DIRECTIONS: Change the word given at the start of each sentence by adding a beginning or ending from the list below. Write this word in the blank.

Beginnings	Endings
im	ion
un	ant
re	er
ex	ing
dis	ment

paint 1. The _____ job took longer than we expected. 14

write 2. He had to _____ the ad many times before the customer accepted it. 15

construct 3. The contractor hired a _____ company to build the house. 16

change 4. Our policy is that if the sweater doesn't fit right, you can _____ it for one that does. 17

possible 5. It would be _____ for me to do those calculations as fast as a computer does! 18

improve 6. Health care workers are always seeking _____(s) in their service. 19

manage 7. The _____ of the store trained us to use the new cash register. 20

connect 8. Before we could repair the washing machine, we had to _____ the drain hose. 21

account 9. The _____ for the company will balance the books on Friday. 22

available 10. The secretary told Mr. Brown that Mrs. Jones was _____ as she was in a conference. 23

Turn Page

9. DIRECTIONS: Fill in the blanks with the correct punctuation marks. Write an "X" if there should not be any mark in that space. Choose from these marks (',;:!?-" ")

John Smith __
18 Whites Road __
Anywhere __ IL __ 66626
December 8 __ 1984

Dear __ Mr __ Jones __

I have just __ finished inspecting the Southside Office Building __ This letter is __ about my inspection __

I am not at all pleased with what I saw __ Items of concern __ include __ full wastebaskets __ dirty bathrooms __ and unpolished floors __ What a mess __ This situation cannot continue __ As I always say __ __ cleanliness is next to pay raises __ __

You and your staff must __ meet with me soon __ Is Friday morning at 8:00 convenient __ I hope to see you then __

Sincerely __

John Smith __ Inspector

24-25

Turn Page

READING

10. DIRECTIONS: Examine the next two pages which were taken from a textbook. Use this information to answer the following questions.

---

1. Who wrote this book?

_____ 26

2. What is the page called where you would find the list of units in this book?

_____ 27

3. How many units are there?_____ 28

4. What is the title of Unit 18?_____ 29

5. Who wrote the preface of this book?

_____ 30

6. Which edition is this one?_____ 31

7. The author identifies two uses for this book. Write one of these.

_____ 32

8. What is the author's suggestion for use of the table of contents?

_____ 33

9. On what page would you find additional information about air hardening steel?_____ 34

10. On what page would you find a table of lathe tools for aluminum?

_____ 35

Turn Page

METALWORK

TECHNOLOGY AND PRACTICE

OSWALD A. LUDWIG

McKNIGHT & McKNIGHT
Publishing Company
Bloomington, Illinois

Content

Preface

This book presents instruction and information in the following basic areas of metalwork: bench metalwork, sheet metalwork, forging, heat treatment, foundry work, welding, finishing and quality control, machine tool theory and practice, and numerical control machining.

This fifth edition includes the information necessary for an introductory course in machine shop theory and practice. The lathe unit includes the basic lathe operations through threading, and additional units cover the use of the shaper, milling machines, and grinding machines. A new unit on numerical control machining provides a basic understanding of the principles and practices of this important and widely used machine control method.

Simple language and abundant illustrations have been used throughout the book. A comprehensive vocabulary list is included at the end of each unit. It is important to learn the meanings of technical words in each unit, especially the words which are italicized. Review questions also are included at the end of each unit. The questions may be used as an aid in guiding your study or for review purposes after demonstrations or during class discussions. A revised *Study Guide* (workbook) is also available for use with this new edition.

Metalwork Technology and Practice provides a broad introduction to the theory and practice of metalworking. Metals are basic to our industrial and technological progress and development.

Willard J. McCarthy

How to Use This Book

Textbook or Reference Book

This book may be used as a text for regular study and reading assignments or it may be used for reference purposes.

Demonstration Aid

The teacher may use this book as a guide in planning his demonstration; the student may use it to prepare for the demonstration so that he may observe it more intelligently. It may also be used to follow up the demonstration, for the student can go on with his project with greater confidence and gain skill more quickly if he has the necessary information at hand to help him with details.

Table of Contents

The Table of Contents may be used as a *course outline*.

Units

Each unit is arranged as an instruction sheet. The units have been arranged as much as possible in order of learning difficulty. They may, however, be arranged in other sequences. Those units, or sections, which best meet the needs of the student should be selected.

Occupational Information

Since the philosophy of the *general metal shop* is to provide tryout experiences and to help the student decide upon the occupation he is to follow, certain occupational information has been woven into the text. Unit 2 explains many different kinds of metalworking occupations, including engineers, technicians, skilled occupations, and semiskilled occupations.

Safety

Unit 3 explains general safety practices in the metal shop. Other safety topics are explained throughout the text.

Section Numbers

In this book a *section* is a part of a *Unit*. These sections are numbered throughout the book for ready reference. The sign § means *section;* §§ means *sections*. Many references are made to sections which give more information on certain topics.

Preparing Job Sheets

In planning and using job sheets, the student may be referred to this book for information. This can be done by inserting on the job sheet the number of the section in the book which gives the necessary information. This eliminates including on the job sheet the information about a certain tool or process and simplifies the sheet.

Review Questions

The review questions which follow each unit may be used to guide the student's study and for class discussion of each unit. The questions also may be used after demonstrations to review and establish the points covered in the demonstrations.

Turn Page

Index

11. DIRECTIONS: Read through these paragraphs once or twice. Then turn the page. You will be telling an imaginary friend about the food industry. If necessary, you may look back.

THE FOOD INDUSTRY

Almost everyone eats out at some time. Students eat at the school lunchroom. Sometimes they gather at a local fast food restaurant after school to have a snack and talk with friends. Any place where people may go and eat away from home is part of the food service industry.

People have been "eating out" for many hundreds of years. Food service as an industry probably started to meet the needs of people who were traveling. Weary travelers would often stop at inns along the roads to rest and get food.

Today, there are many different types of food service establishments. Some offer only food, while others, such as hotels, may offer lodging too. Some even have swimming pools! This makes for many different and interesting jobs for someone interested in making a career in the food service industry.

Turn Page

11. (cont.)

DIRECTIONS: Now that you have read about the food industry, what main things would you tell a friend about it? In your own words, give the three main ideas of what you read on the page before.

_____

_____

_____

_____

_____

_____

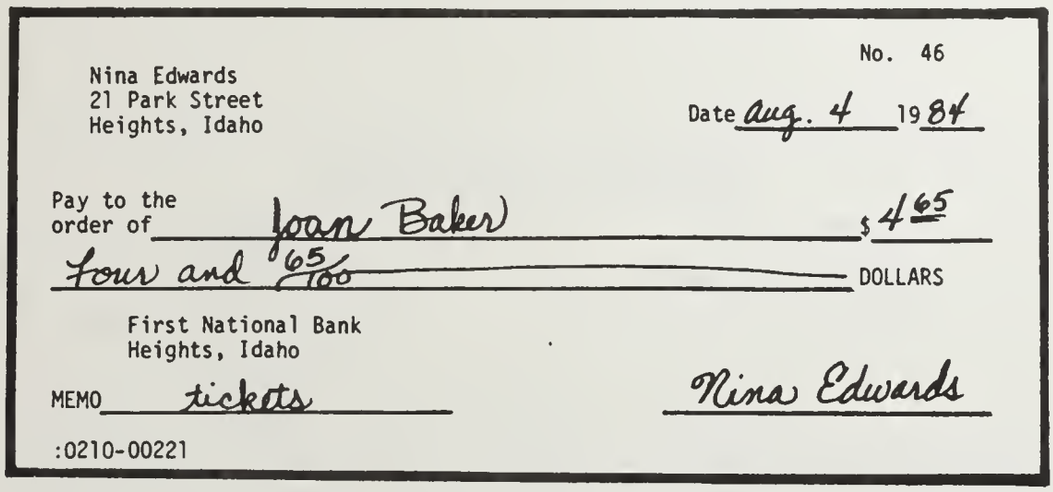
_____

_____

36-37
38-39
40-41
42-43

Turn Page

12. (a) DIRECTIONS: Examine this check and then answer the following questions about it.



No. 46

Nina Edwards
21 Park Street
Heights, Idaho

Date Aug. 4 1984

Pay to the order of Joan Baker $4.65

Four and 65/100 DOLLARS

First National Bank
Heights, Idaho

MEMO tickets

Nina Edwards

:0210-00221

1. What is the name of the person writing the check? _____. 44
2. Her address is _____. 45
3. This check number is _____. 46
4. The date of the check is _____. 47
5. The account number of this person is _____. 48
6. The amount of the check is _____. 49
7. The person receiving the money is _____. 50
8. The bank paying the check is _____. 51
9. This check was probably used to pay for _____. 52
10. The bank is located in _____, Idaho. 53

Turn Page

12. (b) DIRECTIONS: Examine the service station bill below and answer the questions about it.

SAM'S GAS STATION

Date 3/24/84 No. 82461

For George Mitchell Home ph. 475-2345

Address 2146 Vista Ave. Work ph. 476-5440

Midtown, VA

Make and Year of Car '68 Plymouth – 8 cyl.

PARTS	EA.	AMT.	LABOR	AMT.
spark plugs	2.00	16.00	Replace plugs	15.00
air filter	5.00	5.00	Replace air filter	5.00
			Check hoses (ok – no leaks)	—
TOTAL		21.00		
—	—		TOTAL LABOR	20.00
—	—		TOTAL PARTS	21.00
—	—		TAX	2.05
			TOTAL	43.05

I authorize the above work to be completed on my car.

Signed George Mitchell Date 3/29/84

1. What kind of car is being worked on? _____ 54

2. What parts were necessary for this repair? _____ 55

3. Why did George Mitchell have to sign his name? _____

_____ 56

4. How much was charged for labor to work on this car? _____ 57

5. How much did the parts cost? _____ 58

6. What is the work order number? _____ 59

Turn Page

12. (b) (cont.)

7. How much was charged to check the hoses? _____ 60

8. When did these repairs take place? _____ 61

9. How much does one spark plug cost? _____ 62

10. If George is at work when the car is finished, what number should Sam call? _____ 63

Turn Page

13. (a) DIRECTIONS: Read the following memo and answer the questions below it.

From the desk of
SUSAN MEYERSON

To: All Fellow Workers

On October 15 George Sheehan will visit our office. He is a consultant in management training and will be giving a talk on "Managing Your Time." It will begin at 3:30 p.m. There will be refreshments at 3:15 before the talk begins. Please bring a pencil and paper. Hope to see you all there!

1. Who is the memo from?_____ 64

2. What is the memo about?_____ 65

_____

3. What is the consultant going to talk about?_____ 66

4. When does the talk begin?_____ 67

5. Who would be reading this memo?_____ 68

Turn Page

13. (b) DIRECTIONS: Read the following letter. Answer the questions after the letter, using the information given.

October 31, 1984

Dear Mr. Wyzinski:

This is to answer your letter about the repair parts for the C-74 which you ordered (Invoice #65-943). I am an engineer for the AeroParts Company and am in charge of these parts. I can tell you for a fact that these parts were carefully checked for any defects or problems before they were shipped. After being checked, they were carefully packed for shipment.

We do our shipping with independent trucking companies. It is possible that the damage of which you spoke occurred during shipping. I advise you to contact the Vantrans Trucking Company in Smithsville for information on this invoice.

We are sorry for any inconvenience caused to your firm and we hope that this information will help you. We will be glad to ship another order of these parts upon your request.

Sincerely,

Roz Anderson
Engineer

1. What kind of manufactured goods is the subject of this letter?

_____ 69

2. Who is writing this letter and what position does this person hold?

_____ 70

3. What did this person say probably happened to these goods?

71

_____

4. What advice did this person give to Mr. Wyzinski?

_____ 72

5. What will the AeroParts Company do for the other company now?

_____ 73

Turn Page

14. (a) DIRECTIONS: Examine the table below. Answer the questions about it.

PIPE DIMENSIONS

Pipe Diameters		Actual Outside	Threads Per Inch	Tap Drill Size
Nominal Size	Actual Inside			
1/8	0.270	0.405	27	11/32
1/4	0.364	0.540	18	7/16
3/8	0.494	0.675	18	19/32
1/2	0.623	0.840	14	23/32
3/4	0.824	1.050	14	15/16
1	1.048	1.315	11 1/2	1 5/32
1 1/4	1.380	1.660	11 1/2	1 1/2
1 1/2	1.610	1.900	11 1/2	1 23/32
2	2.067	2.375	11 1/2	2 3/16
2 1/2	2.468	2.875	8	2 5/8

1. If a pipe has a nominal size of 1 inch, what is the actual inside diameter?_____ 74

2. As the nominal size gets larger, do the threads per inch increase or decrease?_____ 75

3. If the actual outside dimension of a pipe is 0.840, what is its nominal size?_____ 76

4. What sizes of pipe have 11½ threads per inch?_____ 77

5. If the nominal size is 1¼", what will the tap drill size be?_____ 78

79-80/02
1-10/dup

Turn Page

14. (b) DIRECTIONS: Look at the chart below. Use this chart to complete the sentences. Write the number of the correct answer in the blank provided.

NATURAL FIBERS

Fiber	Common Fabrics	Characteristics
Cotton	batiste, broadcloth, corduroy, denim, seersucker, terry	Limited only by finish, dye, and construction. Avoid risk of mildew.
Silk	broadcloth, chiffon, crepe de chine, linen, raw silk	Dry cleaning usually preferred. May be hand laundered in mild suds. Avoid overexposure to light. Protect against insect attack.
Wool	challis, crepe, flannel, gabardine, jersey	Dry cleaning usually preferred. Will shrink and melt in presence of moisture, heat, and agitation (as in laundry). Protect against insect attack.

1. Chiffon is a fabric made from the fiber _____. 11
(1) cotton (2) silk (3) wool (4) raw silk

2. The best way to clean wool is _____. 12
(1) laundry (2) soap (3) by hand (4) dry clean

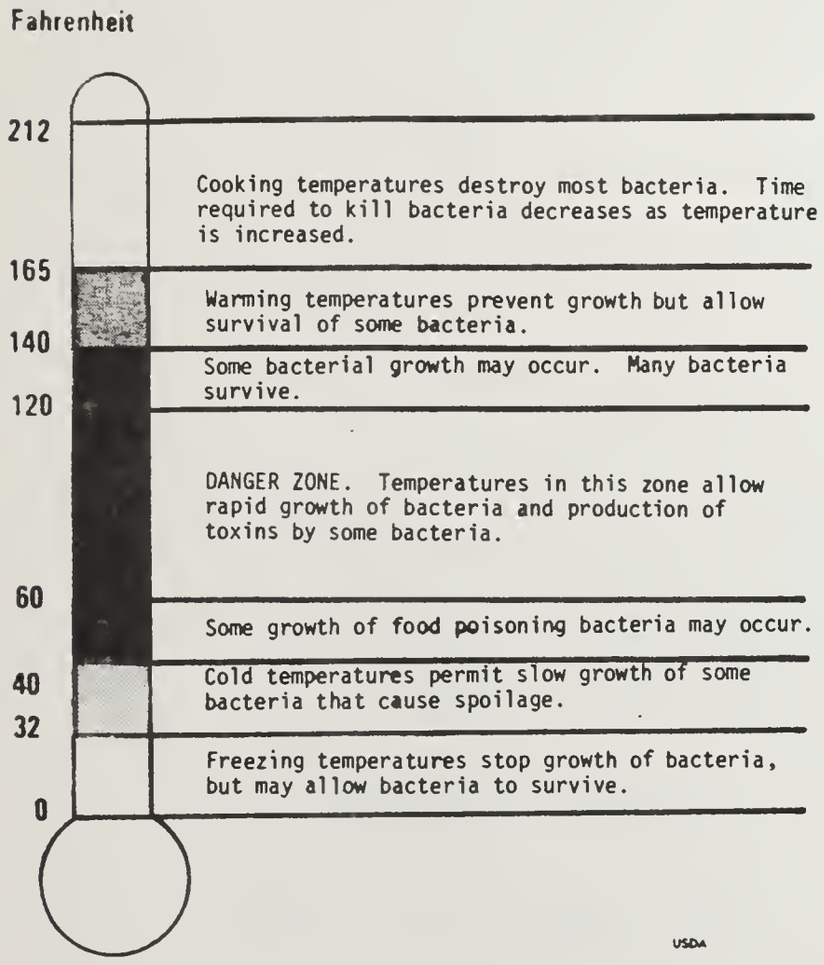
3. Avoid the risk of _____ with fabrics made from cotton. 13
(1) insects (2) mildew (3) dye (4) finish

4. An example of a fabric made from silk is _____. 14
(1) crepe (2) corduroy (3) linen (4) flannel

5. All of the fabrics listed here are _____. 15
(1) natural (2) synthetic (3) dyed (4) dry cleaned

Turn Page

14. (c) DIRECTIONS: Examine the graph below and then answer the questions about it.



TEMPERATURE OF FOOD FOR CONTROL OF BACTERIA

In the food industry, temperature control is very important for the preservation of food.

1. According to this chart, bacteria in food can survive between what temperatures?_____ 16

2. What temperatures are included in the Danger Zone for bacterial growth?
_____ 17

3. Why is the Danger Zone dangerous for foods?_____
_____ 18

4. If food is left at 50° F, is it possible that food poisoning could happen?
_____ 19

5. What do freezing and cooking of food do to the bacteria?_____
_____ 20

Turn Page

15. DIRECTIONS: Many times, you can tell the meaning of a word by the way it is used in a sentence. The underlined words in these sentences have been made up. Find the real word under each sentence which probably means the same thing as the underlined made-up word. Write the number of the correct answer on the line.

____ 1. Chimney sweeping is a potene for people looking for a new and unusual career. 21
(1) defect (2) choice (3) formation (4) problem

____ 2. Most lebits begin tasting solid foods around the middle of their first year. 22
(1) babies (2) families (3) puppies (4) students

____ 3. To apply for a bank loan, go to a nasome. 23
(1) neighbor (2) banker (3) officer (4) friend

____ 4. A good mechanic can usually vrelift engine problems in a short while. 24
(1) cause (2) identify (3) defend (4) rotate

____ 5. Recommended Daily Allowances are guidelines for nutrient and calorie intake for wolly people. 25
(1) picky (2) fussy (3) skinny (4) healthy

____ 6. Before making a splice, the ends of the wires must be jontled by removing the insulation. 26
(1) exposed (2) broken (3) covered (4) fixed

____ 7. When a baker makes muffins or cup cakes, she pours the batter whilfer a muffin pan. 27
(1) over (2) into (3) without (4) beside

____ 8. The piston is a sliding plunger that rides up and crodle in the cylinder. 28
(1) down (2) around (3) over (4) through

____ 9. Fashion is a big business pitney people buy new styles every year. 29
(1) unless (2) in case (3) then (4) because

____ 10. A ciftel arrangement of knives, forks, and spoons is easier to handle than a confused one. 30
(1) regular (2) pretty (3) neat (4) colorful

Turn Page

16. DIRECTIONS: These questions are about using the dictionary. Read the parts taken from the dictionary and answer the questions about them.

---

1. Look up the word cashier.

   (a) How many syllables does it have?

   _____

   (b) Which syllable is accented?

   _____

cash-ew(kăsh´o͞o, kə-sho͞o´) n. 1.A tropical American evergreen tree. 2.The nut of this tree, edible only when roasted.
cash-ier(kă-shîr´) n. 1.The officer of a bank or business concern in charge of paying and receiving money. 2.An employee whose major function is to handle cash transactions for any of various business operations. 31
cash-mere(kăzh´mîr, kash´-) n. 1.Fine, downy wool growing beneath the outer hair of the Cashmere goat. 2.A soft fabric made of wool from this goat. 32

2. Look up the words debit and debt.

   (a) Circle the word which means "something owed."

   debit debt

   (b) Write the word which you would use in an accounting ledger and its accounting-related definition.

   _____

   _____

   _____

deb-it(dĕb´ĭt) n. 1.An item of debt as recorded in an account. 2.a. An entry of a sum in the debit or left-hand side of an account. b. The sum of such entries. 3.The left-hand side of an account or an accounting ledger where bookkeeping entries are made. 33
debt(dĕt) n. 1.Something owed, such as money, goods, or services. 2.An obligation or liability to pay or render something to someone else. 3.The condition of having such an obligation. 34

3. (a) Circle the correct spelling:

   masonary masonny masonry

   (b) Write the plural of this word.

   _____

ma-son(mā´sən) n. 1.A person who builds or works with stone or brick. 2.A stonecutter.
mason bee. Any of various solutary bees of the genus Anthidium found worldwide, that build clay nests. 35
Mason jar.A wide-mouthed glass jar with a screw top used widely for home-canning and preserving.
ma-son-ry(mā´sən-rē) n. pl. -ries 1.The trade of a mason. 2.Stonework or brickwork. 36

Turn Page

16. (cont.)

4. (a) Do you use a plumbago when you are fixing pipes?

_____

(b) What is a plumber's helper?

_____

_____

_____

plumb(plŭm) n. 1.A weight suspended from the end of a line used to determine water depth. 2.Such a device used to establish a true vertical. adj. 1. In a vertical or perpendicular line.
plum-ba-go(plŭm-bā´gō) n. 1.Graphite. 2.Any plant of the genus Plumbago, a leadwort.
plumb bob. A usually conical piece of metal attached to the end of a plumb line.
plumb-er(plŭm´ər) n. A workman who installs and repairs pipes and plumbing.
plumber's helper. A device having a large suction cup at the end of a handle, used to clear drains.
plumb-ing(plŭm´ĭng) n. 1.The pipes, fixtures, and other apparatus of a water, gas or sewage system. 2.The work or trade of a plumber. 3.The act of using a plumb line.

37

38

5. (a) Is the "d" in the word "solder" pronounced like the "d" in "soldier"? _____

(b) Write a phonetic spelling for each word.

_____

_____

sol-der(sŏd´ər, sôd´-) n. 1.Any of various fusible alloys, usually tin and lead, used to join metallic parts when applied in the melted state to the solid metal. 2.Anything that joins or cements.
sol-dier(sōl´jər) n. 1.One who serves in an army. 2.An enlisted man or a noncommissioned officer as distinguished from a commissioned officer. 3.An active and loyal follower or worker.

39

40

Turn Page

17. DIRECTIONS: Use the information given on the next page to help you answer questions 2-8.

---

1. You want to call a management consultant whose number is (217)374-4358. What numbers would you dial if you are calling from:

   (a) the same town?_____ 41

   (b) a different town (same area code)?_____ 42

   (c) if the area code is <u>different</u> from yours, how would you dial this number?_____ 43

2. You live in Mattoon, Illinois and want to call a grain distributor from Watseka, Illinois. What is Watseka's area code?_____ 44

3. You own a small business and want to save money on your telephone orders. When is it most expensive to call long-distance?

   _____ 45

4. To what section of the phone book do you go when you want to find auto parts businesses?_____ 46

5. You have added 3 used taxis to your company but they need tires. Under what heading would you most likely find a list of businesses where you could get tires for your taxi cabs?

   _____ 47

   _____

6. You are trying to find a part for a car engine you are repairing. Give an example of a place you could call to see if they have it.

   _____ 48

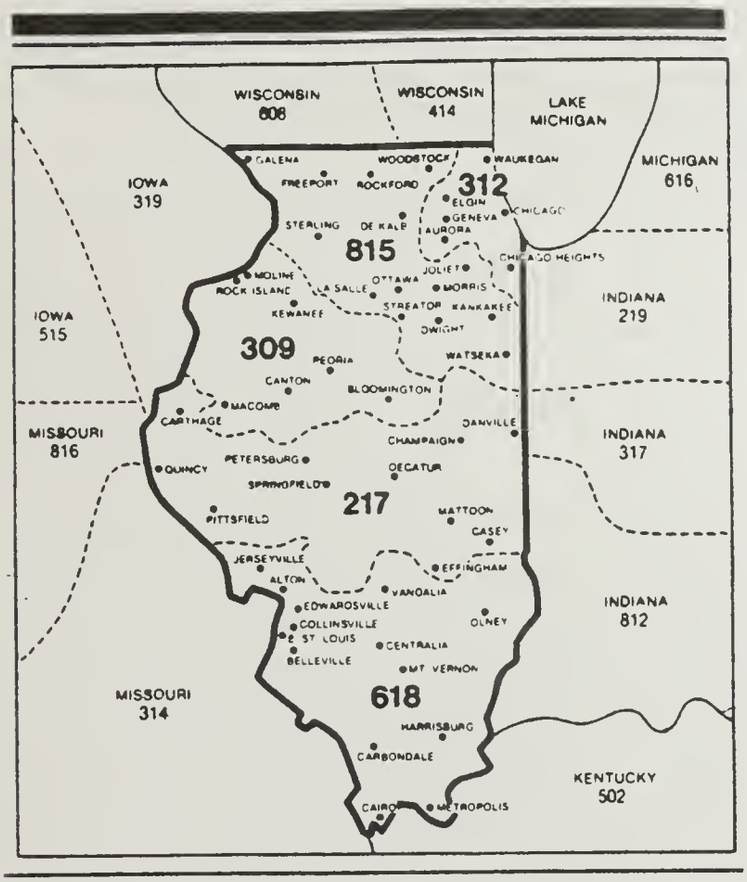
7. If you needed tractor parts, whom could you call?

   _____ 49

8. You have called Dabro Supply Co. and they have the muffler you need. Where are they located?

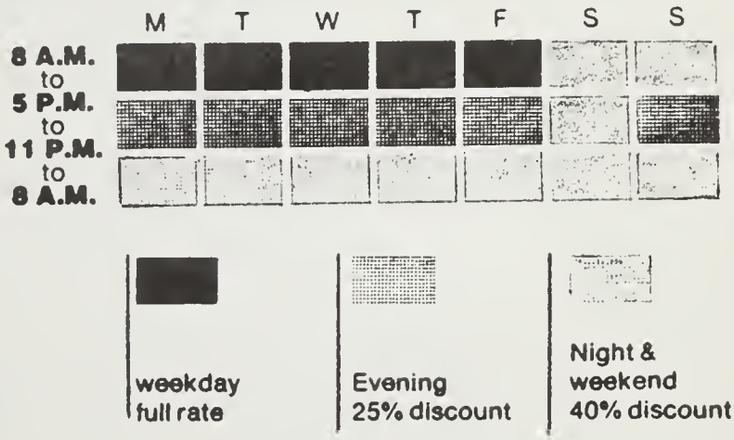
   _____ 50

Turn Page



RATES

Additional savings apply evenings, nights and weekends.



Automobile Parts & Supplies-Retail (cont'd)

BRYANT'S AUTO PARTS
RR 1 Westvl ---------- 267-2124
(See Advertisement This Classification)

BURKE SPRING SHOP INC
WE INSTALL SPRINGS ON ALL VEHICLES - RE-ARCHED - REPAIRED - REBUILT
109 W 5th Tilton---------443-1888

CARRIAGE AUTO SUPPLY INC
1703 S Neil Champgn ---------- 351-3131
2206 W Springfield Champgn --- 351-0944
1412 W University Urbana ----- 344-4488
Mahomet ---------- 586-2266
(See Advertisement This Classification)

CARRIAGE BUMPER TO BUMPER AUTO SU PPLY 1412 W Univrsty Urbana-----344-4488

CHAMPAIGN AUTOMOTIVE SUPPLY CO
312 S Neil Champgn ----------352-5717

DECATUR AUTO PARTS INC
FREE PARTS LOCATING SERVICE
DIRECT PHONE SERVICE TO 100 SALVAGE YARDS IN 14 STATES
USED AUTOMOBILE AND TRUCK PARTS
WE BUY LATE MODEL WRECKS
SPECIALZING IN SERVICE CALL COLLECT
2500 N Woodford Decatur --------877-4371

E B COLLINS CO
307 S Locust Champgn -------- 352-5191
See Advertisement This Classification)

HUCKINS & WHEALON AUTO SUPPLY
203 E University Champgn --------352-4218

ILLINI AUTO PARTS & SALVAGE
2810 N Lincln Av Urbana --------344-1191

ILLINI LINCOLN MERCURY INC
1709 S Neil Champgn ---------- 359-4738

▶ Automobile Parts & Supplies-Whol

A-1 TIRE & BATRY
1211 E University Urbana ------ 387-1913

B & B AUTOHAUS PARTS
New & Used Parts Available Towing
309 S 1st Champgn ----------359-8091

CARRIAGE AUTO SUPPLY INC
1703 S Neil Champgn ----------351-3131

CHAMPAIGN AUTOMOTIVE SUPPLY CO
312 S Neil Champgn ---------- 352-5717

CHEVROLET AUTHORIZED PARTS
COMPLETE SUPPLY OF AUTHORIZED PARTS FOR CHEVROLET AUTOMOBILES & TRUCKS
CHEVROLET
"WHERE TO BUY IT"
SULLIVAN CHEVROLET CO
500 N Walnut Champgn ----- 351-4710

DABRO SUPPLY CO
1201 S Neil Champgn ---- -------356-0037

E B COLLINS CO
Auto Truck Tractor Supplies & Equip
307 S Locust Champgn -------- 352-5191

Bell System Yellow Pages

▶ Automobile Performance, Racing & Sports Car Equipment

B & P MUFFLER SHOP
SPECIALIZING IN: HIGH PERFORMANCE RACING, & AFTER MARKET EQUIPMENT
Showroom On Premise - Custom Exhaust
Many Parts In Stock
367-7411
2002 N LINCOLN URBANA

JMK TIRE & WHEEL CENTER INC
1510 N Neil Champgn----------351-8100

P D R INC
1008 N Cunningham Urbana ------367-9481

PEOPLES PERFORMANCE AUTOMOTIVE
High Performance Specialist
209 S 1 Champgn ---------- 352-9520

RALLYE IMPORTS
606 W High Urbana ----------344-7384

▶ Automobile Polishing

See Car Washing & Polishing

▶ Automobile Radiators-Repairing

See Radiators-Automotive-Repairing

▶ Automobile Radios & Stereo Systems-Sales & Service

AUGUST SYSTEMS
COMPLETE CAR STEREO SYSTEMS

▶ Automobile Seat Cushions

See Automobile Seat Covers, Tops & Upholstery

▶ Automobile Service Clubs

See Clubs

▶ Automobile Service Stations

See Service Stations-Gasoline & Oil

▶ Automobile Speedometers

See Speedometers

▶ Automobile Storage

See Parking Stations & Garages; also Warehouses-Merchandise

▶ Automobile Supplies

See Automobile Parts & Supplies-Mfrs; also Automobile Parts & Supplies-Retail; also Automobile Parts & Supplies-Whol

▶ Automobile Tires

See Tire Dealers-Retail; also Tire Recapping, Retreading & Repairing

Turn Page

WRITING

18. (a) DIRECTIONS: Read the following report. Circle the parts of the words which have errors in capitalization, reversed letters, or missing or added letters.

REPORT: MEDICAL LABORATORY TECHNICIANS

Medical laboratory technology is on of many helth specialties that have developed over the years. It's a carere that is open equallly to men and women who want to work as a team servicng as a vital link between patients and doctors. the mecidal laboratory technician needs two years of training beyond high school, generally thruogh a comunity college. After gradualtion, one can expect a variety of work settings, such as Hospital clinics and mecidal research facilities.

Turn Page

18. (b) DIRECTIONS: Read the following notice. Cross out any letters, words, or sentences which do not belong.

FOR EXAMPLE: The sentence: "All staff must wear safety safety glasses." would look like this: "All staff must wear safety ~~safety~~ glasses."

NOTICE TO ALLL STAFF:

As as of May 4, 1984, all staff will be required to wear respirators when the working in this section of the pllant. If you don't do not wear theem, you will be docked for the time when you go back and get them. Lunch is at 12:30. Respirators are safety aids!

Ask any ask all questions at the office.

THE BOSS

51-52
53-54
55-56
57-58

Turn Page

19. (a) DIRECTIONS: Use this information to write a business letter. Punctuate and capitalize the letter correctly. Put the information in proper form.

James Clark, home economist, is writing the letter. His address is 1210 Park Street, Marysville, Kentucky 37423. The date is March 4, 1984. He is writing to John Allen, director of the Food Institute at the University of Kentucky in Frankfort. He wants to get more information on nutrition for his extension program. Some questions he would like to have answered are: What foods compose the four basic groups? What are good substitutes for meat? Where can he get charts on nutrition?

Turn Page

19. (b) DIRECTIONS: Write a short memo for the following situation:

As chairperson of your Better Business Club, you have invited Ms. Janet Russell, a business leader of the community, to visit your fourth period class. She is the founder of DataCom, Inc. and will give a talk on small business management. You think that people from other classes might be interested so you write a memo giving the following information: Who, What, When, Where, Why.

59-60
61-62
63-64
65-66

Turn Page

20. DIRECTIONS: Your company, The Surveyors, Inc. (P.O. Box 220, Denver, CO), wants to order some items from The Outdoor Catalog for use on its surveying trips. Look at the catalog descriptions below and then use the order form on the next page to order a Mini Mag-Lite, an aluminum Alpine Lantern and Storage Sack, and a pair of Pocket Binoculars. (You will be paying by check.)

Minolta Pocket Binoculars

Surprisingly easy to use, with an unusually large field of vision for such a small binocular. Easily packed or carried in shirt pocket for bird watching, hunting, sporting events and all outdoor observations. Roof prism system provides superior optical performance. Internal center focus is simple and accurate. Seals out dust and moisture. Focus adjustment on left eyepiece compensates for differing eye strengths. Comfortable rubber eyepiece guards. Rigid diecast body construction provides maximum durability. Withstands the hard use of outdoor activity.
8 x 24 magnifies 8 times. 330 ft. field of view at 1000 yards.
Measures 4 1/16" x 2 1/2" wide. Weight about 7 oz.
8832K Minolta Pocket Binoculars, $165.00 ppd.

Alpine Lanterns

Well designed and sturdily made candle lanterns for backpacking, cycling, camping or mountaineering. Spring loaded candle provides light and trouble-free warmth for up to 9 hours. Lantern collapses into base when not in use. May be hung (bracket included) or will stand on any level surface. Pyrex® cylinder globe with hinged lid for easy lighting. Measures 6 1/2" x 2" when fully extended, 4" x 2" when closed. (Extends to 10" in length when hung, including bracket.) Two styles: Polished Brass. Aluminum. Lanterns come with one candle each.

5278K **Brass Alpine Lantern.** Wt. with candle 9 oz., **$22.00 ppd.**
5279K **Aluminum Alpine Lantern.** Wt. with candle 6 1/2 oz., **$14.50 ppd.**
5283K Storage Sack. Made of high-grade full-grain leather. Wt. 1 oz., **$4.00 ppd.**

Mini Mag-Lite™

Same durable, high-quality construction as larger Mag-Lite™ flashlights in a size that leaves extra room in your glove compartment or pack pocket. Halogen bulb switches on and off with a twist of the lens, preventing light from accidentally turning on while not in use. Knurled handle provides sure grip. Waterproof to 200 feet. Extra bulb included in end cap. Handle has lanyard loop. Burns 3 1/2 to 4 hours on two AA alkaline batteries (not included). 5 1/8" long x 1" at lens. Wt. 2 1/4 oz. (without batteries). Color: Black.
6325K Mini Mag-Lite, $14.00 ppd.

Turn Page

20. (cont.) THE OUTDOOR CATALOG

SHIP TO:

Name

Street or Box No. Route

City State Zip

We Pay Regular Shipping and Handling Delivery Charges

	Stock No.	Color	Size	How Many	Description	Amount	

PAYMENT METHOD

MasterCard VISA® AMOUNT ENCLOSED $_____

Card Account Number:

Month Year

Card Expiration Date Required.

Customer Signature

Item Total →		
5% Sales Tax on Shipments to Maine →		
Regular SHIPPING & HANDLING DELIVERY Charges within U.S. →	PAID	
TOTAL →		

67-68

Turn Page

SPEAKING

21-23. DIRECTIONS: Write in the space below your main vocational program area. After that, think of something that you learned how to do recently and would feel comfortable explaining to someone else who doesn't know anything about it. The test administrator will ask you to tell him or her about this topic later.

Vocational Program Area _____

Your "How To" Topic _____

_____

Notes to Myself _____

_____

_____

_____

69-70

GO ON TO NEXT PAGE

LISTENING

24. DIRECTIONS: Sometimes we think we understand what someone has said, but it turns out that we got the wrong message. Listen to this [TAPED] conversation and when it is over, write down what the conversation was about to an imaginary fellow worker.

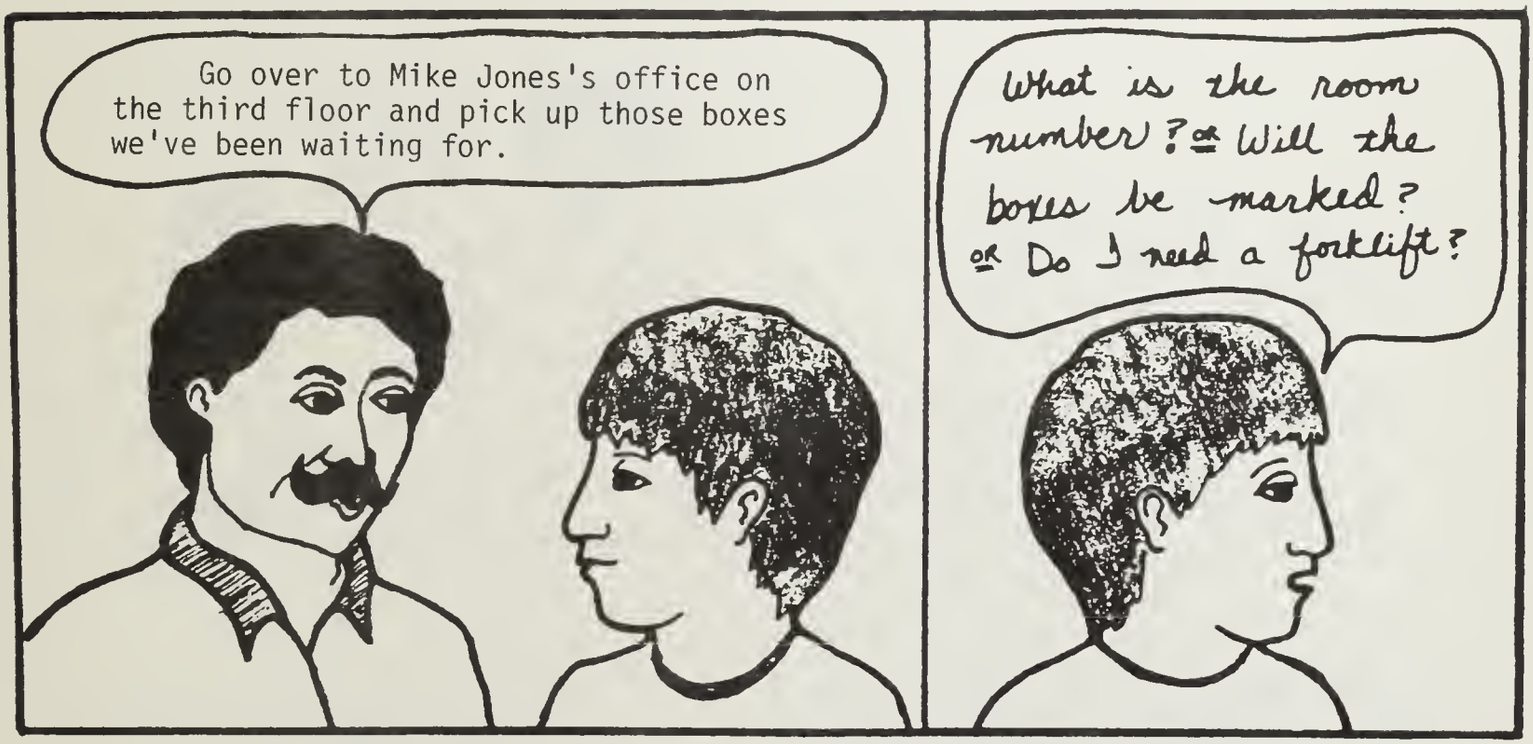
71-72

GO ON TO NEXT PAGE

25. DIRECTIONS: You're new on the job and your boss gives you some directions. What questions should you ask if you don't understand the directions given? Give <u>one</u> possible response for each.

FOR EXAMPLE:

IF YOUR BOSS SAYS: YOU SHOULD ASK:



<u>IF YOUR EMPLOYER SAYS</u>: <u>YOU SHOULD ASK</u>:

1. Sort these red and blue parts out and keep the red ones. 1. _____
2. Take these over to Mrs. McCarthy's. 2. _____
3. Send this package to the Rudolph Company. 3. _____
4. Tie that piece of wood together with those others. 4. _____
5. Make a hole in the ground over by the house. 5. _____

73-74
75-76
77-78
79-80/03
1-10/dup
11-12

Turn Page

26. DIRECTIONS: Examine each of the pictures below and answer the questions about them. Put the number of the correct answer in the blank.

1. _____ The boss has asked Sam to the office to talk about a new employee benefit program. How could he show her that he is more interested?

(1) Do nothing different
(2) Stand up.
(3) Look at her. 13
(4) Put both feet on the floor.

2. _____ The foreman is explaining how to use the equipment. What message is the other man sending by his actions?

(1) He is happy.
(2) He is not interested.
(3) He is sad 14
(4) None of these.

Turn Page

26. (cont.)

3.

3. ____ You decide that you should go ask your boss for a raise. However, when the boss comes into the office, she looks like this. What do you think now?

(1) It's still a good idea to ask the boss for a raise now.
(2) Maybe it would be better to wait awhile. 15
(3) Maybe you should forget about the idea altogether.
(4) You should ask the boss what's wrong with her.

4.

4. ____ You are explaining a new technique to an employee. If he looks like this, what can you conclude?

(1) He is hungry.
(2) He likes the idea. 16
(3) He doesn't understand it.
(4) He is stupid.

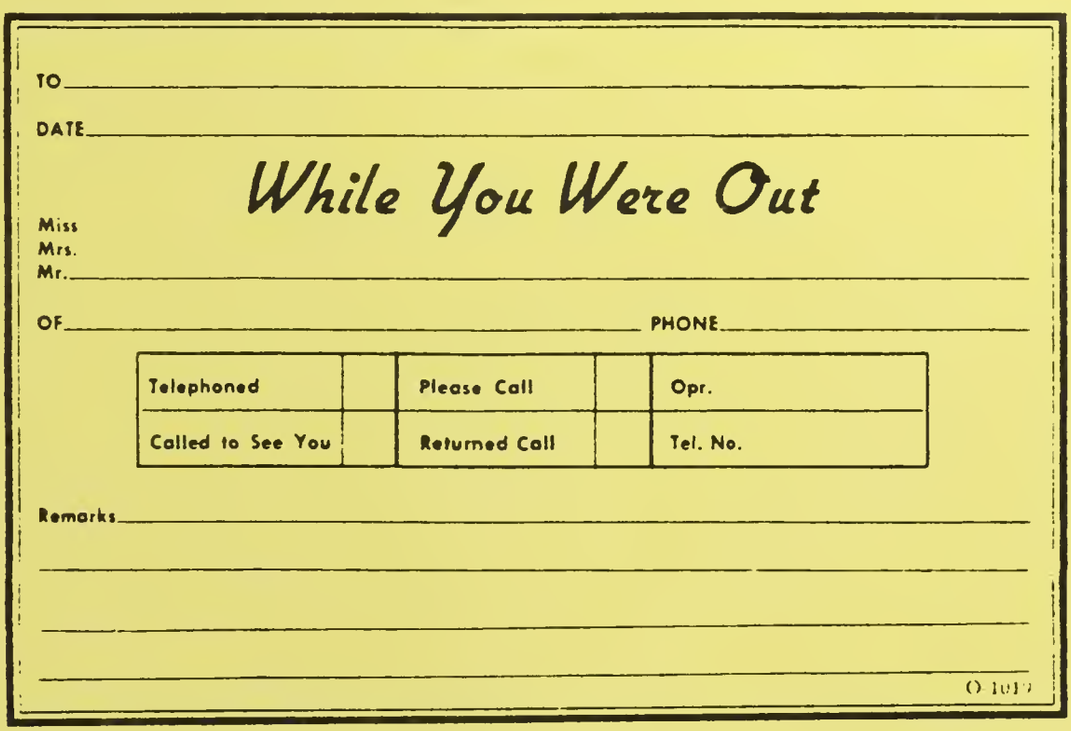
5.

5. ____ You work with George who looks like this. From the picture, what would you say is <u>most</u> true about George?

(1) George doesn't like to come to work.
(2) George is bored with his work. 17
(3) George is looking forward to lunch.
(4) George seems to like his work.

Turn Page

27. DIRECTIONS: Listen to the [taped] message as if you were answering the telephone. It will be played twice. As the person requested is not in, take down the necessary information on the telephone message pad.



TO_____

DATE_____

While You Were Out

Miss
Mrs.
Mr._____

OF_____ PHONE_____

Telephoned		Please Call		Opr.	
Called to See You		Returned Call		Tel. No.	

Remarks_____

STOP. YOU ARE FINISHED.

Appendix E

Area Vocational Center Follow-up Letter

University of Illinois
at Urbana-Champaign

**Office of Career Development
for Special Populations**

345 Education Building
1310 South Sixth Street
Champaign
Illinois 61820

College of Education

(217) 333-2325

March 2, 1985

Dr. Ronald Foreman, Director
Sauk Area Career Center
138th & Crawford Avenue
Crestwood
P.O. Robbins, IL 60472

Dear Ron:

I want to thank you for your cooperation and assistance while conducting the recent field testing at Sauk Area Career Center. You and your staff were very helpful and cordial during my visit, and contributed to the successful field testing.

I will keep you informed regarding future project activities. Thanks again!

Sincerely,

James P. Greenan
Principal Investigator

JPG:ab

Appendix F

Sample Computer Program

COMPUTING SERVICES OFFICE
UNIVERSITY OF ILLINOIS
S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

VERSION 8.3 (NOS) -- MAY 04, 1982

203700 CM MAXIMUM FIELD LENGTH REQUEST

```
RUN NAME        SETUP FOR COMMUNICATIONS SURVEY
VARIABLE LIST   ID,FORM,V104,V105,V107,V108,
                V111 TO V177,V179,ID2,FORM2,V204,V205,V207,V208,
                V211 TO V223,V224,V226 TO V235,V236,V238,V240,V242,
                V244 TO V253,V254 TO V263,V264 TO V278,V279,
                ID3,FORM3,V304,V305,V307,V308,V311 TO V350,
                V351,V353,V355,V357,V359,V361,V363,V365,V367,
                V369,V371,V373,V375,V377,V379,ID4,FORM4,V404,V405,V407,V408,
                V411,V413 TO V417,V418,V420,V422,V424,V479,
                SID,SFORM,S104,S105,S107,S108,S111 TO S137,
                TID,TFORM,T104,T105,T107,T108,T111 TO T137
INPUT FORMAT    (F3,T1,F1,T4,F1,F2,F1,F3,
                67F1,1X,F2/
                F3,T1,F1,T4,F1,F2,F1,F3,
                13F1,F2,10F1,4F2,10F1,10F1,10F1,5F1,F2/
                F3,T1,F1,T4,F1,F2,F1,F3,
                40F1,4F2,4F2,6F2,F2/
                F3,T1,F1,T4,F1,F2,F1,F3,
                F2,5F1,4F2,T79,F2/
                F3,T1,F1,T4,F1,F2,F1,F3,27F1/
                F3,T1,F1,T4,F1,F2,F1,F3,27F1)
```

ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE	FORMAT	RECORD	COLUMNS
ID	F 3. 0	1	1- 3
FORM	F 1. 0	1	1- 1
V104	F 1. 0	1	4- 4
V105	F 2. 0	1	5- 6
V107	F 1. 0	1	7- 7
V108	F 3. 0	1	8- 10
V111	F 1. 0	1	11- 11
V112	F 1. 0	1	12- 12
V113	F 1. 0	1	13- 13
V114	F 1. 0	1	14- 14
V115	F 1. 0	1	15- 15
V116	F 1. 0	1	16- 16
V117	F 1. 0	1	17- 17

Appendix G

Sample Computer Output

* * * * * * * * * R E L I A B I L I T Y A N A L Y S I S F O R S C A L E (I 1 9) * * * * * * * * *

1. V359
2. V361
3. V363

N OF CASES = 10.0

ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SS	DF	MEAN SQUARE	F	SIG.
BETWEEN PEOPLE	188.80000	9	20.97778		
WITHIN PEOPLE	8.66667	20	.43333		
BETWEEN MEASURES	.26667	2	.13333	.28571	.7548
RESIDUAL	8.40000	18	.46667		
NONADDITIVITY	.02712	1	.02712	.05506	.8173
BALANCE	8.37288	17	.49252		
TOTAL	197.46667	29	6.80920		

GRAND MEAN = 6.13333

TUKEY ESTIMATE OF POWER TO WHICH OBSERVATIONS
MUST BE RAISED TO ACHIEVE ADDITIVITY = 1.7796610

HOTELLINGS T-SQUARED CANNOT BE COMPUTED FOR SCALE I19

RELIABILITY COEFFICIENTS 3 ITEMS

ALPHA = .97775 STANDARDIZED ITEM ALPHA = .98153

Appendix H

Sample Data Table

Table 1

Internal Consistency Reliability Coefficients (Cronbach's Alpha)
of the Student Self-Ratings and Teacher Ratings
of Generalizable Communications Skills

Assessment Instrument					
Teacher Ratings		Student Self-Ratings			
(n=10)	.99	(n=10)	.89	Horticulture	
(10)	.97	(10)	.95	Agricultural Mechanics	
(10)	.99	(10)	.87	Secretarial	
(10)	.93	(10)	.93	Data Processing	
(10)	.99	(10)	.92	Computer Programming	
(10)	.99	(10)	.95	Nurse Aide	Program
(10)	.96	(10)	.81	Practical Nursing	
(10)	.98	(10)	.90	Health Occupations Cooperative Education	
(10)	.99	(10)	.94	Food Management, Production, and Service	
(10)	.98	(10)	.84	Child Care	
(10)	.995	(10)	.98	Child Development	
(10)	.995	(10)	.93	Auto Mechanics	
(10)	.98	(10)	.92	Welding	
(10)	.98	(10)	.90	Cosmetology	
(10)	.97	(10)	.88	Carpentry	
(58)	.99	(58)	.94	Male	Gender
(92)	.98	(92)	.92	Female	
(150)	.98	(150)	.93		Total

Appendix I

Generalizable Communications Skills

Assessment Survey

University of Illinois
at Urbana-Champaign

Office of Career Development
for Special Populations

345 Education Building
1310 South Sixth Street
Champaign
Illinois 61820

College of Education

(217) 333-2325

July 12, 1984

Rick Laleman, Director
Bloomington Area Vocational Center
1202 East Locust Street
Bloomington, IL 61701

Dear Mr. Laleman:

The "Generalizable Skills" project funded by the Illinois State Board of Education/Department of Adult, Vocational, and Technical Education (DAVTE) is currently in its third phase. This year the project is concerned with developing strategies and procedures for assessing the communications (i.e., words and meanings, reading, writing, speaking, listening) skills of students in secondary vocational programs. The expectation of the project is that practical instruments and procedures will be developed which teachers and other school personnel can use to identify students' functional learning abilities and problems in the area of communications skills. The assessment information could provide a basis upon which to prescribe the necessary instruction and/or support services necessary for students to succeed in their vocational programs.

Your leadership, cooperation, and assistance last year greatly contributed to the project's success. The project staff and the DAVTE would appreciate your participation and assistance again in this year's study. Your continued leadership and support will greatly help us in the task of developing and validating the project's assessment strategies and procedures.

Enclosed is a survey and a stamped, self-addressed envelope which I would like you to complete. The survey generally is concerned with describing the existing communications assessment and instructional strategies/procedures currently used in the AVC's. I would appreciate it if you would complete and return your survey to me by July 26, 1984. You may designate a person to complete the survey (e.g., communications teacher, guidance counselor, support services personnel) if appropriate. This information will help us in adding to our knowledge base, and planning and conducting future project activities. Thank you in advance for your cooperation and assistance. If you have any questions, please don't hesitate to contact me.

Sincerely,

James P. Greenan
Assistant Professor
and Principal Investigator

JPG:ab

Enclosure

GENERALIZABLE COMMUNICATIONS SKILLS ASSESSMENT SURVEY

Directions: *Please provide the information requested by placing check (✓) marks and writing in the spaces below. The information will assist the 'Generalizable Skills' project staff by adding to the communications skills assessment knowledge base, and in planning and conducting future project activities. (Communications skills include reading, writing, speaking, listening, and words and meanings.)*

1. Does your area vocational center (AVC) instructional personnel (e.g., vocational teachers, guidance counselors, support personnel) have access to assessment information that describes an individual student's level of communications skills?

   _____ yes _____ no

2. What kinds of instruments, strategies, and/or procedures are used to assess the levels of communications skills of students enrolled in your AVC?

   ____ Standardized communications skills tests

   (specify) _____

   _____

   ____ Teacher developed communications skills tests

   (describe) _____

   _____

   ____ Other

   (specify) _____

   _____

   ____ None

3. Who conducts or administers assessments of students' communications skills?

____ Comprehensive high school personnel

(specify: e.g., reading teacher) _____

_____

____ AVC personnel

(specify: e.g., vocational teacher) _____

_____

____ Other personnel

(specify) _____

_____

____ No one

4. Is there a need in your AVC for practical instruments, strategies, and procedures designed to assess the communications skills that are necessary for students to succeed in vocational programs?

____ yes ____ no

Explain: _____

_____

_____

_____

_____

_____

_____

_____

5. Specify how communications skills assessment information could be effectively used in the instructional process by AVC personnel for helping students to succeed in vocational programs?

Assessment: _____

_____

_____

_____

_____

_____

Planning: _____

_____

_____

_____

_____

_____

Curriculum: _____

_____

_____

_____

_____

_____

Instruction: _____

_____

_____

_____

_____

Evaluation: _____

_____

_____

_____

_____

_____

6. Who provides communications skills instruction to students in your AVC?

____ Comprehensive high school personnel

(specify: e.g., reading teacher) _____

_____

____ AVC personnel

(specify: e.g., vocational teacher) _____

_____

____ Other personnel

(specify) _____

_____

____ No one

7. Describe the process (if any) for identifying, referring, and/or providing instruction and support services to students who need instructional or additional assistance in communications skills to succeed in their vocational programs.

_____

_____

_____

_____

_____

8. You may comment or provide any additional, helpful information regarding communications skills assessment in your AVC.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____